



Institutional Plan  
for Distance Education and  
Off-Campus Instruction

March 2004



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Career Center

Financial Aid

Graduate School

Information Technology

Registration and Academic Records

Office of the Registrar, Texas Success Initiative Compliance

Office of the Registrar, Transfer Evaluation Office

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# **THECB Institutional Plan for Distance and Off-Campus Instruction**

## **Committee Membership**

### **Institutional Issues**

Dr. John Borrelli, Dean, Graduate School

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Ms. Stephanie Hays, Associate Vice President, Enrollment Management

Mr. Sam Segran, Associate Vice President, Information Technology Division; Chief Information Officer

**Dr. Rosslyn Smith, Vice Provost (Committee Chairperson)**

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Ms. Debra Nash, Director of Curriculum and Publications, Outreach and Extended Studies

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## **THECB Institutional Plan for Distance and Off-Campus Instruction**

### **Committee Membership (continued)**

#### **Student Support Services**

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Mr. Trenton Cornehl, Assistant Director, Financial Aid  
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Ms. Djuana Young, Managing Director, Office of Admissions  
Mr. Phil Youngblood, former Interim Director, TTU at Fredericksburg

#### **Distance Education Facilities and Support Services**

##### **Dr. Edward Anderson, Director, Teaching, Learning, and Technology Center (Committee Chairperson)**

Mr. J Stalcup, Managing Director, Telecommunications, Information Technology  
Division  
Ms. Kathy Stalcup, Managing Director, Technology Support, Information Technology  
Division

Programs Offered

## CURRENT DISTANCE EDUCATION AND OFF-CAMPUS PROGRAM OFFERINGS AND MODES

### TEXAS TECH UNIVERSITY

#### DEGREE & CERTIFICATE PROGRAMS EXPORTED VIA DISTANCE EDUCATION & OFF-CAMPUS DELIVERY

Program Name and Degree Designation	Program CIP	Credit [C]/ Non-Credit [NC]	Current [C] or Next Year [NY] Program	Percent Delivered by Distance	Percent Delivered Off-Campus Education	Type of Delivery	Delivered Where and to Individuals [I] or Groups [G]
Bachelor of General Studies	24.0102.00	C	C	40%	60%	Correspondence, Internet & F2F	Fredericksburg (Fbg.), Highland Lakes (HL), Junction [G]
Master of Art Education	13.1302.00	C	C	100%	0%	Correspondence, Internet	Individuals and Computers [I]
MBA w/ Anahuac University, Mexico City	52.0101.00	C	C	10%	90%	F2F, Internet	Junction [G]
MSChE in Chemical Engineering	14.0701.00	C	C	0%	100%	F2F	Lubbock and Mexico City [G]
MS in Computer Science	11.0101.00	C	C	40%	60%	F2F, ITV & Internet	Amarillo [G]
MED in Educational Leadership	13.0401.00	C	C	40%	60%	F2F & ITV	Abilene [G]
				40%	60%	F2F, ITV & Internet	Fbg., HL, Junction [G]
				100%	0%	ITV and Internet	ISD's and Computers [I]
MENGR in Engineering	14.0101.00	C	C	40%	60%	F2F, ITV & Internet	Dallas [G]
				100%	0%		Computers [I]
MSETM in Environmental Technology Management	14.1401.20	C	C	40%	60%	F2F, ITV & Internet	Amarillo [G]
MED in Instructional Technology	13.0501.00	C	C	100%	0%	Internet	Computers [I]
MSMSE in Manufacturing Systems and Engineering	14.3001.00	C	C	40%	60%	F2F, ITV & Internet	Amarillo [G]
MSPE in Petroleum Engineering	14.2501.00	C	C	100%	0%	Internet	Computers [I]
MS in Restaurant, Hotel, & Institutional Management	52.0902.00	C	C	100%	0%	Internet	Computers [I]
MSSE in Software Engineering	11.0701.10	C	C	40%	60%	F2F, ITV & Internet	Amarillo, Abilene [G]
				100%	0%	Internet	Computers [I]
MED in Special Education	13.1001.00	C	C	100%	0%	Internet	Computers [I]
MSSEM in Systems and Engineering Mgmt.	14.3001.00	C	C	40%	60%	F2F, ITV & Internet	Amarillo [G]
				100%	0%	Internet	Computers [I]



MA in Technical Communication	23.1101.00	C	C	100%	0%	Internet	Computers [I]
EdD in Curriculum and Instruction - Agricultural Education w/ TAMU	13.1301.00	C	C	100%	0%	ITV & Internet	Statewide Sites [G] & Computers [I]
BS in Human Development and Family Studies	19.0706.00	C	NY	60%	40%	F2F, ITV & Internet	Fbg., HL, Junction, Statewide [G]
BS in Horticulture	01.0601.00	C	NY	100%	0%	ITV & Internet	Statewide [I]
MS in Multidisciplinary Science	13.1316.00	C	NY	80%	20%	F2F, ITV & Internet	Fbg., HL, Junction, Statewide [G]
MS in Horticulture	01.0601.00	C	NY	80%	20%	ITV & Internet	Statewide [I]
MS in Crop Science	01.1104.00	C	NY	80%	20%	ITV & Internet	Statewide [I]
MEd Language Literacy Education	13.1315.00	C	NY	20%	80%	F2F, ITV & Internet	Fbg., HL [G]
Master of Agriculture	01.0000.00	C	NY	80%	20%	ITV & Internet	Statewide sites [I] & Computers [I]
MS in HDFS, concentration in gerontology	19.0701.00	C	NY	100%	0%	Internet	GPIDEA [G&I]
PhD in Technical Communication	23.1101.00	C	NY	100%	0%	Internet	Computers [I]
EdD in Education Leadership	12.0401.00	C	NY	60%	40%	F2F, ITV & Internet	Statewide Sites [G] & Computers [I]
PhD in Curriculum and Instruction	13.0301.00	C	NY	60%	40%	F2F, ITV & Internet	Abilene [G]
EdD in Higher Education	13.0601.00	C	NY	60%	40%	F2F, ITV & Internet	Amarillo [G]
<b>Specializations</b>							
Deaf Education (w/in MEd in Special Educ.)	13.1001.00	C	NY	100%	0%	Internet	Computers [I]
<b>TTU Certificate Programs</b>							
Certificate in gerontology	13.0401.00	C	NY	100%	0%	Internet	GPIDEA [G&I]
<b>Courses leading to certification</b>							
Post-baccalaureate Secondary Education	12.1205.00	C	NY	40%	60%	F2F, ITV & Internet	Junction, Fbg. and HL [G]
Superintendent's Certificate	13.0401.00	C	NY	60%	40%	F2F, ITV & Internet	Junction, Fbg. and HL [G]
Post-baccalaureate Elementary Education	13.1202.00	C	NY	40%	60%	F2F, ITV & Internet	Junction, Fbg. and HL [G]
Master Reading Teacher	13.1315.00	C	NY	20%	80%	F2F, ITV & Internet	Fbg., HL [G]

## Section 1-1

## THE INSTITUTIONAL PLAN

### Section 1

### Institutional Issues

Yes   x   No        1. The institution documents compliance with *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*.

### ELECTRONICALLY-BASED DISTANCE EDUCATION

TTU affirms compliance with the standards established by *The Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*. Operating Policies 36.01.2.e. and 36.04 specifically require the completion of compliance documentation. (See <http://www.depts.ttu.edu/opmanual/OP36.01.htm> and <http://www.depts.ttu.edu/opmanual/OP36.04.htm>.)

The TTU distance education portal, <http://www.de.ttu.edu>, lists all electronically offered courses each term. Portal coordinators from each of TTU's academic colleges have responsibility for uploading electronically offered courses to the distance education portal, although a program is being tested that will automatically upload the courses from the student information system. Staff members at Outreach and Extended Studies verify that the "Principles of Good Practice" compliance documentation has been completed for all courses listed in the portal. TTU's Provost annually signs the "Criteria for Institutional Participation In and for Electronically Delivered Courses and Programs Listed On *TexasDistanceEducation.com*."

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### OFF-CAMPUS INSTRUCTION

The above standards apply to courses delivered electronically to off-campus educational sites.

## **Section 1-2**

## Section 1

## Institutional Issues

Yes   x   No        **2. Distance education is consistent with the institution's educational mission. Please explain how it is consistent and attach appropriate mission statement or goals, if pertinent.**

### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

Texas Tech's Mission and Vision Statements for Distance Learning and Off-campus Instruction flow from and fulfill lead goals and objectives in the TTU Strategic Plan, Mission and Vision Statements (see <http://www.ttu.edu/stratplan/> for the full text and Appendix 1-2A for TTU Mission and Vision statements).

The Strategic Plan for Distance Learning and Off-campus Instruction is posted at <http://www.de.ttu.edu>.

#### Mission Statement for Distance Learning and Off-campus Instruction

The distance learning and off-campus instruction programs at Texas Tech University provide the highest standard of excellence in higher education at a distance, foster the intellectual and personal development of students at a distance, and stimulate the greatest degree of meaningful research related to distance learning.

#### Vision Statement

Texas Tech University's distance learning and off-campus instruction programs will:

- provide access to educational opportunities to a highly qualified, diverse student population unable to participate in traditional academic activities;
- offer pertinent and rigorous courses and programs to meet the academic needs of all students; and
- be recognized as among the top public distance programs in the United States.

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### **OFF-CAMPUS INSTRUCTION**

Off-campus instructional activities are developed, implemented and operated in the context of TTU's mission. Texas Tech is committed to providing access to high demand programs and has expanded its statewide presence in order to do so. The map in Appendix 1-2B depicts the fall 2003 off-campus teaching sites and demonstrates this commitment.

## **APPENDIX 1-2A**

### **Section 1      Question 2      Institutional Issues**

#### **TEXAS TECH UNIVERSITY**

##### **MISSION STATEMENT**

Committed to teaching and the advancement of knowledge, Texas Tech University, a comprehensive public research university, provides the highest standards of excellence in higher education, fosters intellectual and personal development, and stimulates meaningful research and service to humankind.

##### **VISION STATEMENT**

Texas Tech University will be a national leader in higher education—manifesting excellence, embracing diversity, inspiring confidence, and engaging society. The university aspires to a national recognition of excellence and performance in scholarship through teaching, research, and service.

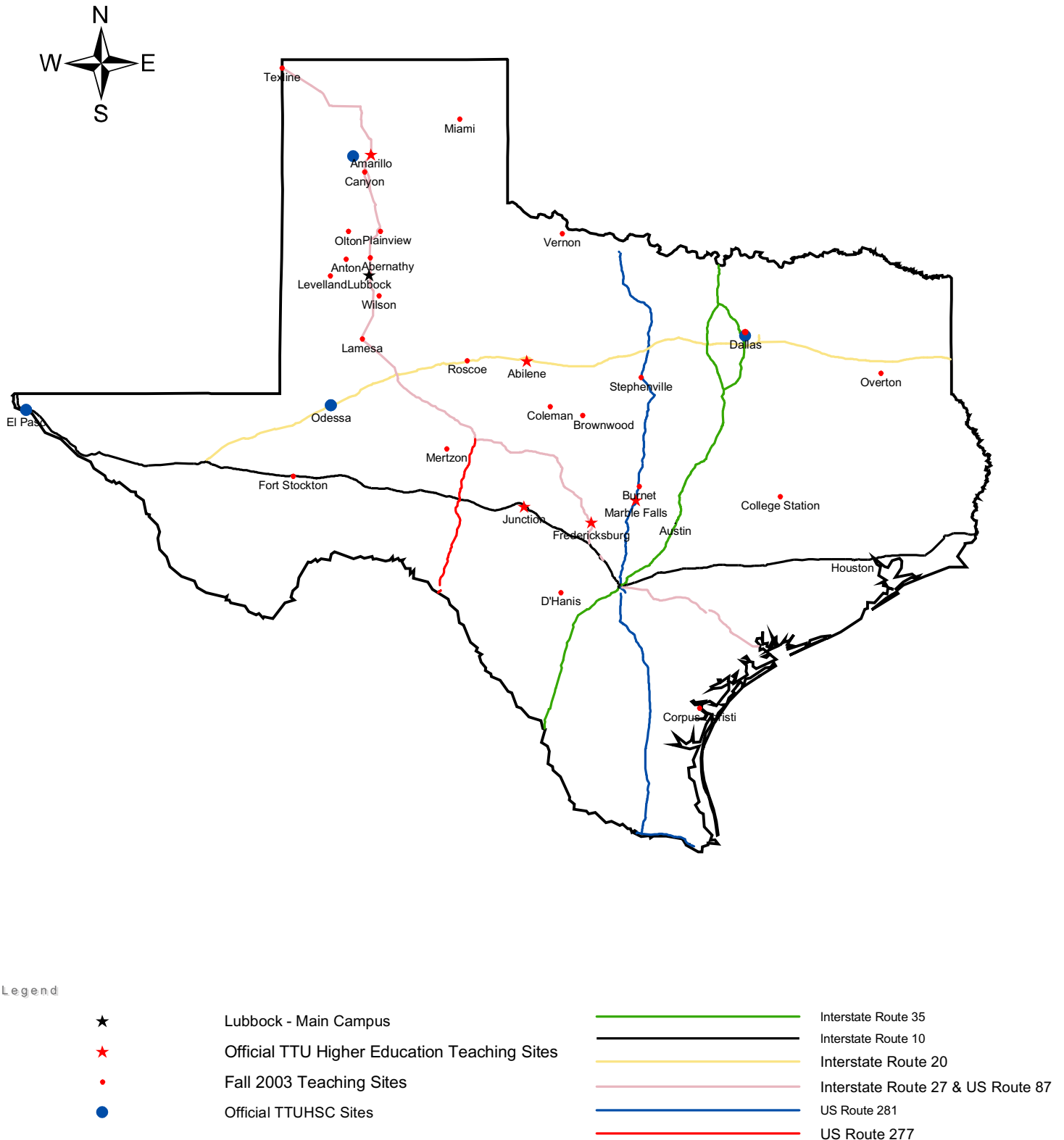
Texas Tech University will:

- be recognized as one of the top public educational and research universities in the United States, attracting the best students, faculty, and staff;
- prepare students to be leaders and decision makers, articulate and principled, innovative and confident, and able to think critically with sound reasoning ability;
- be a research-intensive institution where faculty discovery enhances learning and prepares students to compete in a knowledge-based society; and
- be engaged in local, regional, and state social and economic development for the benefit of both the public and private sectors.

Texas Tech University is committed to the values of

- mutual respect;
- cooperation and communication;
- creativity and innovation;
- community service and leadership;
- academic and intellectual freedom;
- pursuit of excellence;
- public accountability; and
- diversity.

# Texas Tech University Texas Teaching Delivery Sites Fall 2003



## **Section 1-3**



## Section 1

## Institutional Issues

Yes   x   No        **3. The institution has an assessment process for evaluating the rationale behind the proposal of complete degree and certificate programs for delivery via distance education. What are the factors that cause your institution to engage in distance certificate or program delivery (examples of relevant factors include partnership opportunities, market analyses, state incentives, faculty readiness)? Describe the assessment process.**

### ELECTRONICALLY-BASED DISTANCE EDUCATION

As stated in our strategic plan for distance learning ([http://www.de.ttu.edu/content/asp/strategic\\_plan.asp](http://www.de.ttu.edu/content/asp/strategic_plan.asp)), TTU programs are designed to provide access to educational opportunities to a highly qualified, diverse student population. Texas Tech strives to offer pertinent and rigorous distance learning courses and programs to meet the academic needs of students, and ensure that all offerings are aligned with the University's strategic plan. The University is committed to increasing access to University resources and utilizing technology to deliver services (refer to the University's strategic plan, <http://www.ttu.edu/stratplan/universitystratplan.php>).

All proposed degree programs are expected to provide market research and other data to demonstrate program viability for an initial five-year period, or single cohort administration when initial demand is high but the prospect of on-going enrollment is low. When presenting a degree plan proposal, applicants are asked to consult with and include input from collaborating institutions (if applicable), from faculty who will be teaching distance learning courses, and from higher-level administrators (chairpersons, deans, etc.) who have authority to make policy, budget, and scheduling decisions. The Vice Provost, Associate Vice Provost, and the university's Distance Learning Executive Committee (DLEC) are available for consultation or to assist the program applicant in securing the required information (see Appendix 1-5B; the DLEC is a university-wide committee consisting of faculty members, deans, IT and marketing professionals, and others involved with distance learning at the university).

Program applicants are expected to:

- supply a listing of similar or competitive online courses or programs;
- identify target markets and potential size of those markets;
- generate supporting documentation of why the program is unique and marketable;
- justify a genuine need for educational product (applicants include such information as an analysis of current job opportunities requiring the proposed degree, requests from prospective students, requests from the public sector or other academic institution, etc.); and
- estimate a long-term prognosis for success.

Additional considerations such as faculty readiness, partnerships, and collaborations are strongly recommended, either within the institution or with other institutions. Examples of successful proposals are available for review.

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## **OFF-CAMPUS INSTRUCTION**

Academic programs offered at off-campus educational sites are developed and marketed under the same guidelines cited above.

## **Section 1-4**

## Section 1

## Institutional Issues

Yes ☒ No ☐ **4. The institution evaluates the overall effectiveness of its distance education program by assessing progress toward meeting its institutional goals. The evaluation outcomes are incorporated into the institution's overall institutional effectiveness efforts. Please summarize the process and any remedial actions taken.**

### ELECTRONICALLY-BASED DISTANCE EDUCATION

Prior to the current strategic planning process, which was implemented in the fall of 2001, all units submitted annual outcomes assessment reports. However, since that time, institutional effectiveness is documented through the strategic planning process and Annual Assessment Reports and Strategic Plan Updates. The university's strategic plan establishes institutional, academic, and administrative goals and objectives. Colleges, departments and academic units develop their strategic plans and assessment activities around the institutional goals and objectives. At the end of each planning cycle, assessment reports flow from the unit (departmental), to the area (college), to the provost/vice presidential level, and finally to the institutional level. Strategic goals and objectives are reviewed at each level for possible revision on the basis of the assessment reports.

As with all academic programs at Texas Tech University, faculty members are responsible for establishing the learning objectives for distance learning and off-campus programs. Assessment of learning outcomes is conducted on a course, programmatic and institutional level. The quality of all academic programs at Texas Tech University resides with the teaching faculty under the oversight of their respective chairpersons, area coordinators or program directors, and college deans. This is true for both on-campus and distance learning programs. Vice Provost Smith and delegated staff coordinate with deans, department chairs, area coordinators, and program directors to ensure that the development and review of distance and off-campus education programs follow university policy, accreditation standards, and the THECB Institutional Plan.

Each department is responsible for maintaining a strategic plan and for evaluating the progress of the plan annually. Departments and colleges are expected to use the results of student outcomes assessments to improve student learning at all levels. Strategic plans are accessible from the university Strategic Planning and Assessment Report Web site, <http://www.ttu.edu/stratplan/>. Annual assessment reports for colleges are available at <http://techdata.irs.ttu.edu/stratreport>. Assessment reports for academic departments will not be available online until later in 2004. However, individual reports are available in each department.

The 2003 area-level assessment report for distance learning may be viewed at <http://www.de.ttu.edu>. The major components of assessment of distance and off-campus courses, programs and delivery systems are summarized in the "Assessment Plan for Distance Learning and Off-campus Instruction" (Appendix 1-4A). This plan categorizes

the comprehensive and systematic assessment activities of distance and off-campus instructional activities at Texas Tech. Assessment findings flow into evaluative activities, which result in action planning and use for improvement by the faculty member, academic unit, college and/or administrative unit. Certain quantitative criteria, such as retention and graduation rates, are assessed and captured in the Annual Assessment Reports, which in turn impact Strategic Planning.

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### **OFF-CAMPUS INSTRUCTION**

The institutional effectiveness process for off-campus instruction is captured in the overall institutional processes described above.

## **APPENDIX 1-4A**

### **Section 1      Question 4                      Institutional Issues**

#### **Assessment Plan for Distance Learning and Off-Campus Instruction**

##### **1.      Assessment of student learning outcomes**

###### **Readiness Survey**

- Assessment of student readiness to complete course delivered in a specified modality
- Administered prior to a student's first enrollment in a course delivered via a specific modality
- Development of readiness surveys for each modality (e.g., broadcast TV, Internet, video conferencing, mixed modalities)

###### **Modality Assessment**

- Student self-report of how modality affected course delivery
- Administered at end of term for each course
- Instruments developed for each modality of delivery (e.g., broadcast TV, Internet, video conferencing, mixed modalities)

###### **Learning Objectives Assessment**

- Assessment of student mastery of learning objectives for a specific course
- Faculty member for course establishes learning objectives and processes for assessment, documents findings, and uses for improvement of teaching and student learning
- Conducted by faculty or faculty team each term course is offered

###### **Degree program student learning outcomes assessment**

- Discipline or degree program faculty identify specific learning outcomes that are expected of students
- Methods of assessment selected from best practices in discipline
- Assessment plan designed and implemented by disciplinary faculty
- Assessment conducted at several points of student's progress through degree program (sometimes, at entrance, mid-point, and at exit)
- Degree program faculty document findings and use for improvement in teaching and student learning

##### **2.      Retention**

- Institutional Research to implement retention reporting for two groups: 1) distance learners and 2) off-campus educational site students.
- Retention research will parallel existing retention research conducted for students studying at Lubbock.

- Retention benchmarks for distance learners and off-campus learners will be the comparable rates of students studying in Lubbock.

### 3. Student Satisfaction

#### Course and Instructor Evaluation

- Administered in each course near end of term for all distance learners and off-campus students
- Submitted to IR for compilation
- Results returned to faculty members and departmental chairperson
- Online version has been tested and is being implemented

#### Distance Learner and Off-campus Student Satisfaction Instrument

- Pilot using Department of Education Student Survey
- Pilot at some off-campus educational sites using NSSE and locally-developed instruments.

## Section 1-5



## Section 1

## Institutional Issues

Yes   x   No        5. The institution has an officer responsible for distance learning in a position that is appropriate for the institution and the size of the distance education program. Describe the placement of the officer in the institution's organization; attach an organization chart; and explain how this provides the appropriate oversight of programs, and of faculty and student support. Also identify the contact person or office at the institution where questions are answered for distance learners and for others.

### ELECTRONICALLY-BASED DISTANCE EDUCATION

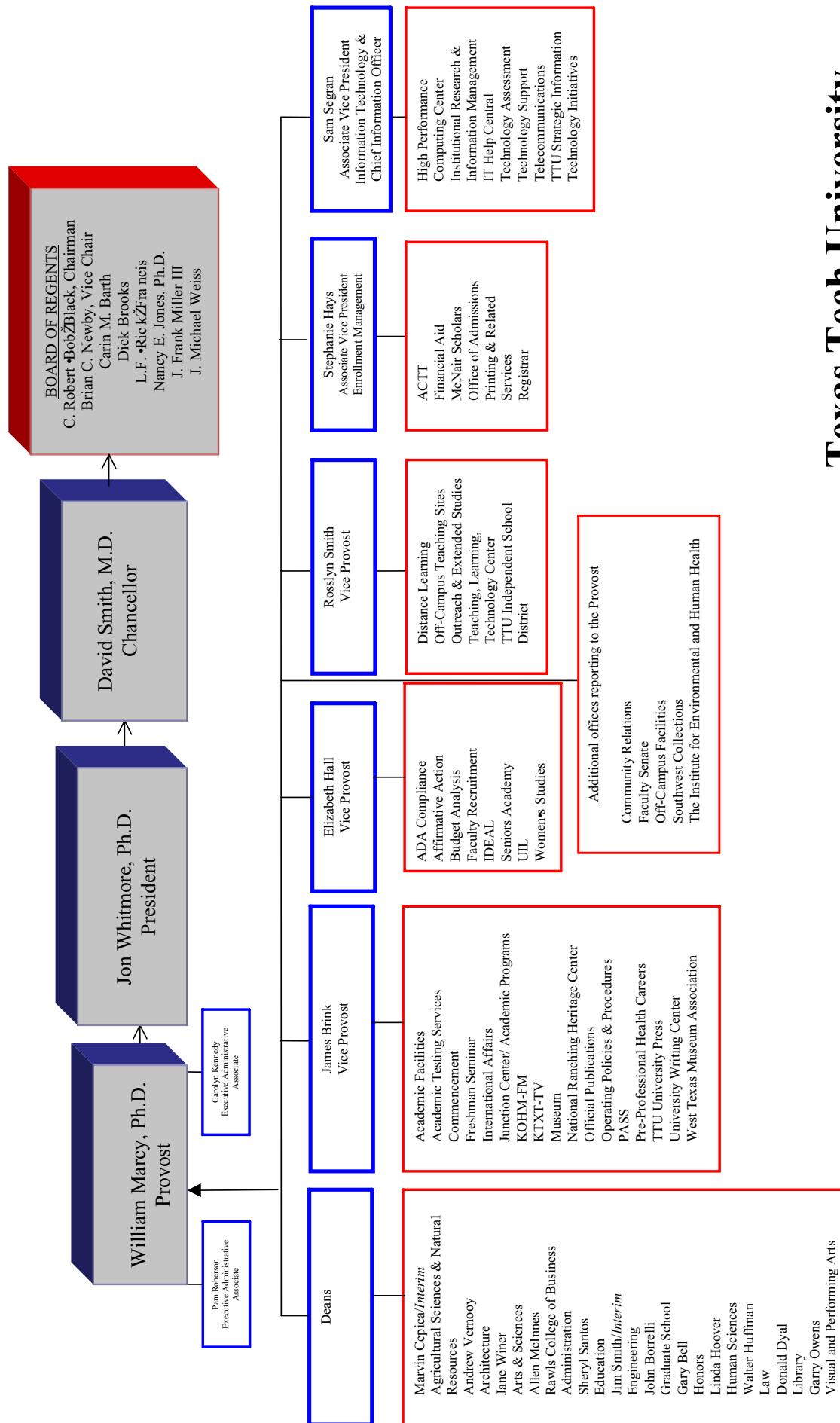
Vice Provost Rosslyn Smith serves as the administrative officer responsible for distance learning at Texas Tech University and reports to the Provost, who serves as the chief academic officer (see organization chart at <http://www.provost.ttu.edu/orgchart.php> and in Appendix 1-5A). Dr. Smith also serves as the chairperson for the Distance Learning Executive Committee (DLEC), which has been established to serve in an advisory capacity to the Provost on policy and operational issues related to both distance learning and off-campus instruction. Members of the DLEC represent the interests and concerns of the university as well as their respective academic colleges and administrative units (see list of Distance Learning Executive Committee members in Appendix 1-5B). Distance learners and others at the institution refer questions to Dr. Smith and her staff.

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### OFF-CAMPUS INSTRUCTION

Off-campus instruction is coordinated by Associate Vice Provost Valerie Paton, who reports to Vice Provost Smith and works closely with the site directors and academic units that offer off-campus programs.

# Institutional Issues



**Texas Tech University**  
**November 2003**

## **APPENDIX 1-5B**

### **Section 1      Question 5      Institutional Issues**

#### **Distance Learning Executive Committee, 2003-04**

Dr. Edward Anderson, Director, Teaching, Learning, and Technology Center

Dr. Matt Baker, Chairperson, Agricultural Education and Communication, College of  
Agricultural Sciences and Natural Resources

Dr. John Borrelli, Dean, Graduate School

Mr. Brent Guinn, Director, Distance Education, College of Engineering

Dr. Fred Hartmeister, Associate Dean, College of Education

Ms. Stephanie Hays, Associate Vice President, Enrollment Management

Dr. Lynn Huffman, Chairperson, Education, Nutrition, Restaurant, Hotel and Institutional  
Management, College of Human Sciences

Ms. Michele Moskos, Director, Marketing, Outreach and Extended Studies

Dr. Valerie Paton, Associate Vice Provost

Mr. Sam Segran, Associate Vice President, Informational Technology Division; Chief  
Information Officer

#### **Dr. Rosslyn Smith, Vice Provost (Chairperson)**

Ms. Kathy Stalcup, Managing Director, Technology Support, Information Technology  
Division

Dr. Rob Stewart, Associate Dean, College of Arts and Sciences

Ms. Vicki West, Managing Director, Institutional Research and Information Management

## Section 1-6

## Section 1

## Institutional Issues

Yes   x   No        **6. The institution has established requirements for admissions, satisfactory student progress, and graduation requirements for distance education. Please summarize requirements. Please explain in more detail and attach relevant policies if these requirements differ from those of traditional students.**

### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

Admissions, satisfactory student progress and graduation requirements for distance and off-campus learners are the same as for on-campus students. The Texas Tech University Undergraduate and Graduate Catalog, 2003-04, pages 21-65, contains relevant information for undergraduate and graduate students and can be found online at <http://www.depts.ttu.edu/officialpublications/pdfs/ViewCat.html>. In addition, academic policies affecting students are enumerated in TTU's Operating Policies and Procedures, Section 34, found at [http://www.depts.ttu.edu/opmanual/New.contents.links/34academic\\_policies\\_students.htm](http://www.depts.ttu.edu/opmanual/New.contents.links/34academic_policies_students.htm).

Admissions information for courses and programs administered through Outreach and Extended Studies is available at <http://www.de.ttu.edu> and also at <http://www.dce.ttu.edu>. Students can access most information online, via e-mail or through 1-800 phone lines.

Detailed information is included in Appendix 4-1A, including descriptions of the following student support areas:

- Academic Advising
- Academic Testing Center
- Admissions and Orientation
- Financial Aid
- Graduate School
- Registration and Academic Records
- Texas Success Initiative Compliance
- Transfer Evaluation Office

Further graduation requirement information is contained in the Catalog pages for each degree program and within publications from the academic unit. Residency requirements are established within the degree proposal and approved by the college curriculum committee, Graduate Council (if a graduate degree program), Academic Council, the Provost, and the Board of Regents.

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### **OFF-CAMPUS INSTRUCTION**

The above explanation for electronically-based distance learning applies to off-campus instruction. In addition, TTU's five off-campus sites have staff members who assist students when needed with admissions, satisfactory student progress, and graduation requirements.

## **Section 1-7**

## Section 1

## Institutional Issues

Yes   x   No        **7. Policies relevant to transcribing, grading, and transfer credentials are in place. Please explain and attach relevant policies if they are different from on-campus classes.**

### ELECTRONICALLY-BASED DISTANCE EDUCATION

Policies relevant to transcripts, grading, and transfer credentials are found in the Texas Tech University Undergraduate and Graduate Catalog, 2003-04, pages 21-69, or online at <http://www.depts.ttu.edu/officialpublications/pdfs/ViewCat.html>. These policies are the same for distance and off-campus learners as they are for on-campus learners. Guidelines for credit courses and degree programs coordinated by Extended Studies are included in the catalog, pages 55-56, and further information is available for students at <http://www.de.ttu.edu>. In addition, academic policies affecting students are enumerated in TTU's Operating Policies and Procedures, Section 34, found at [http://www.depts.ttu.edu/opmanual/New.contents.links/34academic\\_policies\\_students.htm](http://www.depts.ttu.edu/opmanual/New.contents.links/34academic_policies_students.htm).

Texas Tech University maintains a Web site for prospective and current students so that they can readily gain information about how credits will transfer from other institutions in-state and out-of-state. This Web site is particularly helpful to students who plan to transfer from Texas community college enrollments. Students can "Find out how your credit will transfer" at: <http://www.depts.ttu.edu/registrar/teo/searchhome.htm>.

Detailed information is included in Appendix 4-1A, including descriptions of the following student support areas:

- Academic Advising
- Admissions and Orientation
- Graduate School
- Registration and Academic Records
- Office of the Registrar, Transfer Evaluation Office (TEO)

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### OFF-CAMPUS INSTRUCTION

The above explanation for electronically-based distance learning applies to off-campus instruction.

## Section 1-8



## Section 1

## Institutional Issues

Yes   x   No        **8. The institution has a process in place to address the needs of distance learners who fall under the Americans with Disabilities Act (ADA). Please explain how ADA compliance for distance education is handled at your institution.**

### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

As noted in the TTU catalog, Texas Tech strives to provide students with disabilities with equal access to a college education and support in adjusting to the college experience. To ensure that the University is in compliance with Federal and State laws, Texas Tech University has charged AccessTECH Disability Support Program to serve as the University's official Disability Support Program. AccessTECH maintains responsibility for assisting students with documented disabilities as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973 (Amended). AccessTECH applies the same policies to distance learners as it does to other students and coursework. For further information, see the Texas Tech University Undergraduate and Graduate Catalog, page 2 (Appendix 1-8A) and <http://www.depts.ttu.edu/officialpublications/pdfs/ViewCat.html>. Also see the AccessTECH Web site for a full list of accommodations and disabilities <http://www.studentaffairs.ttu.edu/accesstech/>. Appendix 1-8B includes a description of the application process for AccessTECH services and a listing of specific services for distance learning and off-campus students.

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### **OFF-CAMPUS INSTRUCTION**

The above explanation for electronic distance learning applies to off-campus instruction. In addition, the Coordinator for Student Affairs at off-campus educational sites works with AccessTECH, site personnel, faculty and students to remediate issues and ensure ADA compliance at off-campus sites.

## **APPENDIX 1-8A**

### **Section 1      Question 8      Institutional Issues**

Texas Tech University Undergraduate and Graduate Catalog, 2003-04, page 2

#### **Students With Disabilities**

Students with disabilities will find numerous programs designed to coordinate academic accommodations and promote access to every phase of university life. Such programming is coordinated through AccessTECH: An Academic Accommodation and Disability Support Program, with the assistance of an advisory committee of disabled and non-disabled students, faculty, staff, and community members in related professions.

AccessTECH program personnel oversee and coordinate programs to ensure accessibility on an individual basis to students with disabilities. Texas Tech strives to provide these students with equal access to a college education and support in adjusting to the college experience. ADA compliance officers located in the Office of the Provost also work with students with disabilities to coordinate accessible facilities.

Prospective and current students interested in receiving more information regarding programs for students with disabilities should contact AccessTECH, 214 West Hall, (806) 742-2405. The state office of the Texas Commission for the Blind is located on the Texas Tech campus. In those instances in which the disability constitutes a substantial handicap to employment, several vocational rehabilitation programs are available to provide educational assistance for blind and visually impaired students. For detailed information concerning these programs, contact the TCB counselor, 3rd floor, TTU Library, 806-742-2253.

## **APPENDIX 1-8B**

### **Section 1      Question 8      Institutional Issues**

#### **Description of Application Process and Specific Services for Distance Learning and Off-Campus Students**

##### **A.      Initial Application and Documentation**

Students with disabilities must initially meet all University admissions policies and complete an application to register for services with AccessTECH. Texas Tech University encourages students with disabilities to apply at least 30 days prior to the initial semester of enrollment to allow adequate time for the coordination of reasonable accommodations.

Students who qualify for services from AccessTECH will receive their “Letters of Accommodation” (LOA) generally by the first day of the semester. The student is encouraged to contact the professor/instructor as early as possible to e-mail or send the LOA. This is an opportunity for the student and instructor to discuss any pertinent information for the delivery and receiving of accommodations. The LOA must be signed by both the student and the instructor. The instructor is encouraged to retain a copy of the LOA and return the signed copy to AccessTECH through the mail.

##### **B.      Specific Services for Distance Learning and Off-Campus Students**

TTU has developed a number of special strategies and resources to assist students with disabilities. These include the following:

###### **1. IVC Rooms – ADA compliance**

Interpreter  
42” monitors for better viewing

###### **2. Online Courses**

Faculty trained to create course Web pages compliant with ADA standards.

Recommendations made for ADA compliant Web pages:

- Provide a complete text alternative for pages that contain frames, images, and tables.
- Rely on HTML to convey meaning and leave layout and presentation to style sheets.
- Provide a text equivalent for every non-text element (e.g., images, sound, and applets).
- Synchronize equivalent alternatives for any multimedia presentation with the presentation.
- Limit or eliminate color as the sole method for indicating important information on the page.

- Organize documents so that they are readable via assistive technology software without requiring browser support for style sheets.
- Provide redundant text links for each active region of an image map on the page.
- Code Web pages, when possible, in such a way to allow persons viewing the page to set limits on blink or flicker rates of items displayed on the screen (e.g., marquees, java applets, scrolling text).
- Set alerts to notify user when there is a change in the language of a page (French to German to English, etc.).
- Provide functional text if scripts are used. (This text should be readable via assistive technology software.)
- Make color contrast settings-polarity in the extreme with the text dark and the background light (e.g., red/white, black/yellow, black/white, etc).
- Include META tags in Web pages to describe the page content and give the key words used on the page.
- Submit pages for review by Bobby (application that checks for many ADA non-compliant items). This recommendation is strongly encouraged. See <http://www.cast.org/Bobby>
- Provide for keyboard-only navigation and easy design-based orientation.
- Provide meaningful description of information in a table.
- Avoid nesting table information.

#### C. Additional Information

In addition, Texas Tech University has a site license for adaptive software. Labs with special software and hardware are located in the Advanced Technology Learning Center (ATLC), the Institute for the Visually Impaired, and in several college laboratories. The Institute for the Visually Impaired works with students to locate grant monies to purchase equipment to accommodate all kinds of disabilities.

## **Section 1-9**

## Section 1

## Institutional Issues

Yes   x   No        **9. SACS and other professional credentialing agencies have been notified, as appropriate. Please explain the status of these notifications.**

### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

After distance degree or certificate programs have been approved by the appropriate Texas Tech curricular committees and councils, they are submitted to the Board of Regents for approval, and THECB and SACS are subsequently notified of the proposed distance or off-campus program. If notification to an additional professional credentialing agency is required, this process is completed at the time of SACS notification. Vice Provost Smith and delegated staff ensure that these notifications are completed in a timely and appropriate manner.

In preparation for Texas Tech's SACS reaffirmation visit in the spring of 2005, all distance learning and off-campus programs have been reviewed to ensure that THECB and SACS notifications have been completed. Programs that are planned for implementation will be reported to THECB and SACS as they are approved by the final academic review body or the Board of Regents.

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### **OFF-CAMPUS INSTRUCTION**

The notification process for degrees and certificate program for off-campus delivery is the same as that described for distance learning programs.

## Section 1-10

## Section 1

## Institutional Issues

Yes   x   No        **10. The institution has sufficient financial resources to initiate and sustain distance learning courses and programs, and the support services that accompany them, and a process by which funding is distributed to support distance education. Please describe how the capital and operating budgets for distance education and support services are set and sufficient funds distributed.**

### ELECTRONICALLY-BASED DISTANCE EDUCATION

The University has sufficient financial resources to initiate and maintain quality distance learning programs. Funding levels and fees have been determined on the basis of historical and projected staffing, equipment, and on-going maintenance needs. Fifty cents of the Information Technology Fee per semester credit hour is set aside for the support of distance learning/electronic instruction. This amount generates approximately \$350,000 per year. An additional budget of approximately \$350,000 per year is also set aside for staffing support of the distance learning network infrastructure, as well as approximately \$170,000 for distance learning production, consulting, and marketing support. Major units that are involved in delivering distance learning courses also help to pay for data circuit costs. Students also pay fees for student support services (e.g., Library and Student Services Fee), and the administrative unit responsible for these fees must ensure access to these services.

Traditional funding sources such as state appropriations, Information Technology fees, cost recovery and grants are also used to fund the \$2.5 million operations of the Telecommunications department within the Information Technology Division. The Telecommunications department maintains the network infrastructure for the University, including the distance learning infrastructure.

Academic units also provide financial support for the delivery of their programs. They use the "Distance Learning and Off-Campus Site Program Proposal" format (see Appendix 2-1C) when proposing a distance learning program, certificate, or courses leading to a certificate granted by an entity other than TTU. This proposal format requires an analysis of long-term need for the program, student demand, estimated enrollment for five years, and estimated costs for expected enrollment levels. Faculty members developing such proposals are instructed to analyze the need for additional instructional support and faculty resources for a 3-5 year rotation with multiple cohorts of students. The respective colleges review this analysis prior to approval for the program. In addition, college leadership is encouraged to include degree and certificate programs proposed for the next 3-5 years in their strategic and budget planning processes.

Once distance learning programs have been implemented, the respective colleges monitor the enrollments; tuition, fee and formula funding generation; and expenditures of these programs. Decisions about the continuation of the program are subject to THECB guidelines and are the responsibility of the academic unit delivering the curriculum.



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## **OFF-CAMPUS INSTRUCTION**

The guidelines listed above for distance learning apply to off-campus instruction. In addition, funding sources for the operation of Texas Tech's five recognized off-campus sites include fees, formula funding, state line items, donations, grants, research, auxiliary and faculty salary lines. Off-campus instructional activity and revenue is analyzed and included in annual reports.

## Section 2-1

## Section 2 Educational Programs

Yes   x   No        1. The institution has procedures in place for planning, development, approval and review of quality distance education programs; and for meeting external accrediting bodies' standards. Please explain the process for programs (not individual courses).

### ELECTRONICALLY-BASED DISTANCE EDUCATION

#### Program Approval Process

The quality of distance learning programs at Texas Tech University resides with the teaching faculty under the oversight of their respective chairpersons, area coordinators, or program directors, and college deans. Texas Tech University Operating Policy 36.04, "New Academic Programs, Course Approval for New Programs, Program Termination, and Change in Delivery Format," <http://www.depts.ttu.edu/opmanual/OP36.04.htm> , is followed for the development and approval of all distance education programs in accordance with standards of the Southern Association of Colleges and Schools (SACS). Planning documents and guidelines include:

- Planning Timetable for Approvals and Submissions of Distance Learning Degree Programs <http://www.depts.ttu.edu/opmanual/OP36.04.htm>
- Principles of Good Practice/Copyright Compliance Certification Procedures <http://www.depts.ttu.edu/opmanual/OP36.04.htm>
- OES Distance Learning Curriculum Approval Procedure (Appendix 2-1A)
- Planning Processes for Distance Learning and Off-campus Endorsement, Certificate, and Degree Programs (Appendix 2-1B)
- Distance Learning and Off-campus Site Program Proposal (Appendix 2-1C)

Vice Provost Smith and designated staff coordinate with deans, department chairs, area coordinators, and program directors to insure that the development and review of distance education programs follows university policy, accreditation standards, and this institutional plan. Additionally, production staff and technology consultants in the Teaching, Learning, and Technology Center (TLTC) offer assistance to faculty for planning, developing, and implementing new distance learning courses/programs.

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### OFF-CAMPUS INSTRUCTION PLAN

Course, certificate and degree approval processes for off-campus instruction are the same as those cited above. In addition, off-campus instruction must comply with the relevant THECB regulations and SACS guidelines.

## **APPENDIX 2-1A**

### **Section 2      Question 1      Educational Programs**

#### **Outreach and Extended Studies Distance Learning Curriculum Approvals**

Prospective authors for independent study courses offered through Extended Studies may contact Extended Studies to express interest, or Extended Studies may contact department chairs for a recommendation for an author for a particular course. Before a contract is established with an author to develop a new course or revise an existing course, the departmental chairperson must approve both the course and the prospective author. After the course is written but prior to offering it, Extended Studies submits a copy of the course to the department chair for approval. If the course is approved at the departmental level, all necessary compliance documentation is completed and routed for signature. Each fall semester, Extended Studies sends copies of course guides to department chairs for review and continuing approval.

## **APPENDIX 2-1B**

### **Section 2      Question 1              Educational Programs**

#### **Planning Processes for Distance Learning and Off-Campus Endorsement, Certificate and Degree Programs See OP 36.01, 36.04, 36.06**

##### **Departmental Processes**

- Faculty initiative to begin design of program
  - Consult OP 36.01, 36.04, 36.06
  - Contact Office of the Provost early in the process for:
    - Off-Campus site proposals (contact Associate Vice Provost Paton)
    - Distance Learning proposals (contact Vice Provost Smith)
  - Meet with interested faculty and chairperson
  - Look at similar programs for ideas
  - Consult College and University Strategic Plans and think about how the proposal fits.
  - Begin to draft academic details (modality, faculty, workload, rotation, etc.)
  - Chairperson to discuss with Dean
- Early Analysis of Demand for Program
  - Review THECB list of approved programs in relevant disciplines
  - Conduct analysis of student interest (regional or state-wide)
  - Consider collaboration within TTU, with HSC, or with other institutions or consortia
- Proposal Preparation
  - See TTU Distance Learning and Off-Campus Site Program Proposal attached and consult OP's 36.01, 36.04, 36.06 once more
  - Include with Program Proposal all required forms including, "Application for Distance Learning Course Approval"

##### **College Processes**

- Approval of appropriate College committees
- Approval of Dean

##### **University Processes**

- Graduate Council approval (if graduate program)
- Academic Council approval (for undergraduate and graduate programs)
- Provost's approval
- Provost's Office submits Board of Regents agenda item for approval of degree program (certificates and endorsements are approved by the Provost)
- Board of Regents approval

**External Notification and Approval Processes**

All external notification and approval processes are initiated by the Provost's Office, and include:

- Texas Higher Education Board notification and approval
- Higher Education Regional Council and Peer Institution notification
- SACS notification and approval

**Other considerations**

Allow time for:

- Curriculum development and production, especially for electronically-delivered or enhanced courses
- Review of courses for Principles of Good Practice/Copyright Compliance and filing of required compliance documentation
- Scheduling video conferencing and off-campus site facilities if needed
- Development of marketing materials and online marketing strategies
- Recruitment activities
- Student submission of applications
- Admissions process
- Registration
- Financial aid

## APPENDIX 2-1C

### Section 2      Question 1      Educational Programs

#### Texas Tech University Distance Learning and Off-Campus Site Program Proposal

- I. Title of program** (e.g., English, Secondary Teaching Certificate, Business Administration)
- II. Degree offered** (BA, BS, BBA, M.Ed., MBA, MA, MS, etc.)
- III. Timeline for offering the degree** (Beginning date, courses per term, end date; continuous offering or cohort-based offering)
- IV. Brief description of degree and curriculum** (brief narrative of academic program)
- V. Evidence of long-term need for each program in terms of student demand** (marketing analysis of regional or state-wide student demand, THECB approved programs, state occupational data, institutional data, etc.)
- VI. Evidence of institutional capacity to assure the students can make continuous progress toward their degree** (Institutional faculty staffing adequacy, regional part-time adequacy, facility and technology adequacy, institutional commitment, etc.)
- VII. Strategy for providing comparable on-campus support to distance and off-campus learners** (standards for admission, enrollment, registration, financial aid, availability of faculty for on-site or Internet office-hours, institutional and regional library resources, administrative support personnel to provide on-site services, training for support staff who will work with distance or off-campus learners, quality control measures, etc.)
- VIII. Strategies for scheduling courses to meet degree requirements for distance and off-campus learners** (sequencing of course delivery, method of delivery, etc.).
- IX. Degree plan** (required curriculum for degree completion; under-division courses required but not currently offered by regional community college; recommended four-year program for undergraduates; recommended term-by-term program for graduate students).
- X. Degree courses** (list each course number, title and description from current institutional catalog)

- XI. Learning outcomes and assessment processes for courses and programs** (list expected outcomes and methods/frequency of assessment)
- XII. Faculty** (list faculty names, ranks, degrees and dates received, areas of teaching expertise. Number of graduate hours in subject if teaching in a field other than degree field)
- XIII. Accreditation of the program** (list specific accreditation of degree program, e.g., International Association of Management Education, Commission on Collegiate Nursing Education, State Board of Education Certification, Council on Social Work Education, etc.)
- XIV. Established departmental procedures in place for assessment and accountability of program** (faculty continuing education requirements and evaluation processes, student evaluation processes, assessment processes, academic advisory board, etc.)
- XV. Required library and instructional support resources** (list electronic and collection needs required to be available on-site or via distance learning; list proposed technology support to produce Internet based classes or use video conferencing; list other required resources for instruction, e.g., drafting equipment, faxes, copy machines, video conferencing, LCD's, slide projectors, lab equipment and models).
- XVI. Any other information unique and necessary to describe the quality, accountability and need for the program** (career development and placement opportunities for degree recipients, internship and service learning opportunities)
- XVII. Estimate enrollment for each of the next five years beginning with, first term and then Fall through Summer II.**
- XVIII. Estimate cost at various levels of expected enrollment projected in XVII.** (e.g., Year 1 – projected 10 new students – cost of faculty salaries, technology resources; library additions; any other instructional costs to department or other Texas Tech entities; Year 2 - projected 20 new students - cost of faculty salaries, technology resources; library additions; any other instructional costs to department or other Texas Tech entity.)



## Section 2-2

## Section 2      Educational Programs

Yes   x   No        2. The institution has plans/procedures for assessing student learning outcomes, student retention, and student satisfaction in its distance education programs and courses; and for using the results of the assessment to improve courses and programs. Please explain any differences in procedures compared to traditional on-campus format. You are encouraged to submit existing summaries of meaningful conclusions drawn from data, as you would provide to SACS.

### ELECTRONICALLY-BASED DISTANCE EDUCATION

All assessment activities are components of the institutional effectiveness process, including “Annual Assessment Report and Strategic Planning Updates.” For 2002, these reports are available electronically by college at <http://techdata.irs.ttu.edu/stratreport>. Electronic availability of this report at the unit or departmental level is planned for the 2003 assessment reports. Summaries of assessment findings are included in departmental and college annual assessment reports, with documentation supporting use of findings to improve courses and programs.

Assessment of distance education programs and courses is conducted within the respective academic discipline and across the institution. Appendix 1-4A summarizes the components of college-based and institutional assessment for distance learning and off-campus instruction.

The method of administration (e.g., online) and addition of modality questions are the major areas of difference in assessment activities conducted for distance learning and off-campus instruction when compared to activities for on-campus learners.

See Appendix 2-2A for a summary of course-level learning objectives assessment, program-level student learning outcomes assessment, retention and student learning assessment. See Appendix 2-2B for a sample of faculty publications and presentations on research conducted in distance learning and technology assisted courses and programs.

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### OFF-CAMPUS INSTRUCTION

The “Assessment Plan for Distance Learning and Off-Campus Instruction” guides assessment activities at off-campus sites (see Appendix 1-4A).

## **APPENDIX 2-2A**

### **Section 2      Question 2      Educational Programs**

#### **Summary of Assessment Activities**

##### **Course-Level Learning Objectives Assessment**

As with all courses at Texas Tech University, faculty members are responsible for establishing the learning objectives for distance learning and off-campus courses. Typically, these learning objectives are communicated in the course syllabus or an attachment to the syllabus. The faculty member selects or develops and implements learning objective assessment activities within each course. In some instances, learning objectives are assessed across all sections of the course (e.g., English 1301 and 1302, Psychology 1301, Math 2345). The findings from these assessment activities can be shared with students (as is in the case of many course activities). An excellent example of student assessment activities is found in the English 1301 paper analysis process, which assists students in identifying their common mistakes in order to take specific corrective action in their writings. With more frequency, faculty members use assessment activities to alter the method of course delivery in order to increase student learning (e.g., as indicated on measures of student performance on learning activities designed to demonstrate subject matter knowledge and competencies).

In order to foster the development of student learning assessment and improvement, tenure-track faculty positions have been developed in several colleges that focus on pedagogy in core curricula courses in particular. These faculty members are helping the institution in developing learning objectives, assessment activities, and use for improvement by sharing their experiences with colleagues in formal and informal settings. Appendix 2-2B provides a sample of faculty publications and presentations related to distance learning and instructional technology applications.

The Teaching, Learning, and Technology Center offers numerous short courses and workshops, as well as individual consultations, to faculty planning on developing electronically-based distance learning courses. The consultation process typically includes a focus on learning objectives, assessment and use for improvement, as well as the selection of appropriate technologies, communication tools, and other elements related to course design (see Appendix 3-2A).

##### **Program-Level Student Learning Outcomes Assessment**

The faculty members of each academic discipline identify the specific learning outcomes that are expected of students in their on-campus, distance learning and off-campus degree programs. At the graduate level, a systematic academic program review is conducted by each department every five years; the resulting assessment is submitted to the Dean of the Graduate School. The Strategic Planning and Assessment process is conducted for academic programs on an on-going basis. Annual Assessment Reports and Strategic Plan

Updates are submitted to the supervising areas for each unit (e.g., to Enrollment Management from Registrar's Office). The 2002 area reports can be viewed at the Strategic Planning and Assessment Report Web site, <http://www.ttu.edu/stratplan/> . In future years, unit-level reports will also be visible at this Web site. In the interim, strategic plans and assessment reports are available from each unit.

In the summer and fall of 2003, the Office of Strategic Planning, the Teaching, Learning and Technology Center, the Department of Institutional Research and Information Management, and the Office of the Provost jointly conducted workshops for department chairpersons and faculty entitled "Does your Academic Program Make a Difference? Knowing What Your Students Learned." The workshop goals included: 1) linking student outcomes assessment to strategic planning, and 2) providing ideas and examples for developing student outcomes assessment for academic programs. The workshops discussed academic program review as a component of the institutional planning and evaluation cycle, provided quantitative and qualitative assessment design strategies, and served as a basis for further discussion within departments. In October 2003, at the annual John M. Burns Teaching Conference, Dr. Peggy Maki, Senior Scholar, Assessing for Learning, at the American Association of Higher Education, presented a full-day assessment workshop open to all faculty, staff and students.

Most departments have the elements of student learning outcomes assessment already in place. For instance, the College of Education is NCATE approved, and each degree program, including all delivery modalities, has student learning objectives, assessment strategies, and improvement processes in place. The Master of Education in Educational Leadership is delivered in Lubbock and at off-campus locations using face-to-face, Internet, video conferencing and blended delivery modalities. The student learning outcomes for the Master of Education in Educational Leadership are the same for off-campus and on-campus sites with major at-exit assessment activities, including a comprehensive review and the TxCET for Principal Certification, administered to all candidates. Assessment results from students' performance on the comprehensive review and TxCET are used to inform program faculty on student learning proficiencies and deficiencies, and steps for improvement are generated from these findings.

## **Retention**

The Office of Institutional Research and Information Management tracks first-time, full-time freshman retention and six-year graduation rates for students enrolled at Texas Tech. However, as of fall 2003 there has not been a comprehensive study of course completion based upon delivery modality.

In order to accomplish this analysis, the Office of Institutional Research and Information Management and the Teaching, Learning, and Technology Center led a multi-year study to recommend changes in how information is gathered and maintained in the student database (TechSIS). Data fields were added for the Spring 2004 registration and include an additional data site that documents course section delivery modality and location.

Once these data are recorded into TechSIS, a comprehensive retention analysis can be conducted.

Additionally, Texas Tech participates in the Department of Education Distance Education Demonstration Program, which focuses on eligibility for Title IV federal financial aid for distance learning students. Participation in this program requires an annual report that includes a retention analysis that compares on-campus students to distance learning students enrolled in all distance delivered degree programs at TTU.

## **Student Satisfaction**

Student satisfaction is assessed in numerous ways depending upon the academic program and mode of delivery. In Fall 2002, distance learners participated in a Department of Education study that identified levels of satisfaction with courses. Results for this study were used to develop a new instrument for further assessment of distance learners' satisfaction with courses.

Student satisfaction is also assessed through the University's "Course and Instructor Evaluation." Different forms are used for face-to-face instructional environments, as well as distance and Outreach and Extended Studies courses and programs. University Operating Policy 32.32, "Performance Evaluations of Faculty," <http://www.depts.ttu.edu/opmanual/OP32.32.html>, stipulates that student evaluations of teaching will be conducted at least once each academic year for each faculty member using a standard university evaluation. Other evaluation forms may be used in addition to the standard one if the faculty member chooses to do so. (See also Section 3, Question 3.) These are considered by the chairperson/coordinator in the annual performance evaluation of faculty members. Student evaluations are to be retained in the department office for at least six years. Student evaluations are retained, or summarized, for probationary faculty for use in tenure decisions. The on-campus version of the "Course and Instructor Evaluation" form can be viewed at Appendix B of OP 32.32, <http://www.depts.ttu.edu/opmanual/OP32.32.html>

In 2000, the Distance Learning Executive Committee appointed a subcommittee to discuss and design a course assessment survey for distance learning courses. The group conducted extensive research in the activities of the similar institutions (results can be reviewed at <http://www4.tlhc.ttu.edu/assessment> ). The group decided to adapt the newly implemented traditional course survey for the distance learning formats. The group identified two types of Web-delivered courses: faculty-managed and faculty-mediated. Faculty-managed courses are courses that are designed to be self-study, so the majority of the faculty time investment is in the design and implementation. Faculty-mediated courses are those in which the faculty member is actively interacting with students as a part of the pedagogical approach to the course. Such mediated activities might include posting in a threaded discussion, participating in a chat session, and holding office hours with a synchronous communication tool.

At the same time, the TLTC had been leading a collaborative project to evaluate interactive video. The collaborative group yielded an assessment instrument based on empirical research conducted in the area.

Each of the faculty members was interviewed to find out which survey instrument would be the most appropriate for his/her course. All instruments were designed as a simple Web form, and the pilot faculty members distributed the Web link to their students. Students then navigated to the Web address and completed the survey.

The Web instruments were linked to an interactive database, and faculty members were given a unique number to identify them in the database. All of the data collected from the student submissions were sorted by course, then by faculty member. The TLTC generated descriptive statistics and frequency diagrams to each of the participating faculty.

There have been five semesters of pilot projects conducted; pilot testing will be completed in May 2004. The instruments have been transferred to the Institutional Research and Information Management department to administer as with all other course and instructor evaluations.

Faculty Managed: <http://www7.tlhc.ttu.edu/fman/eval.asp>

Faculty Mediated: <http://www7.tlhc.ttu.edu/fmed/eval.asp>

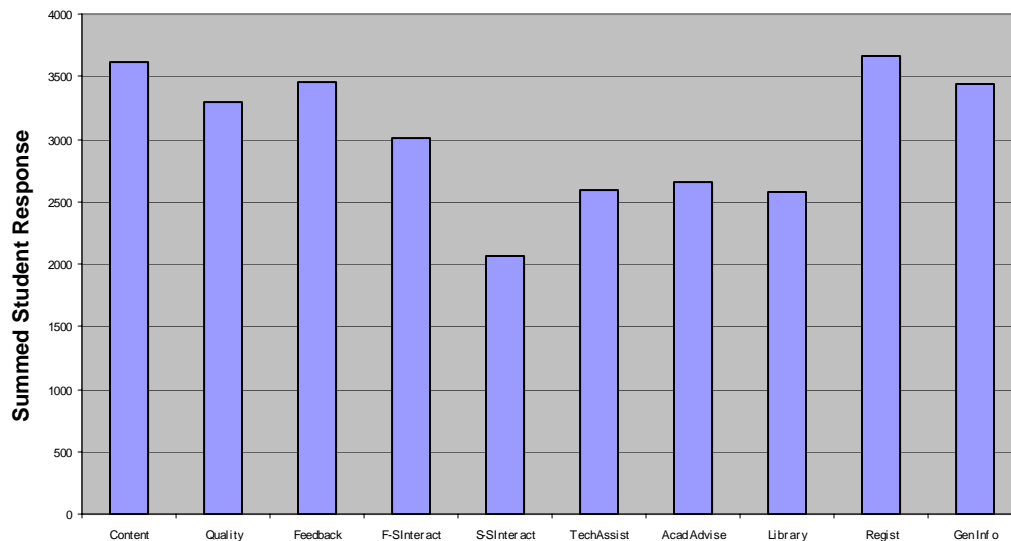
Interactive Television: <http://www7.tlhc.ttu.edu/itv/itv.asp>

### **Department of Education Survey**

As part of a U.S. Department of Education Demonstration Program for Distance Learning, TTU participated in their annual Distance Education Survey. In the fall of 2002, Texas Tech University surveyed 3,682 students and received 927 survey responses, yielding a 24.80% response rate for students enrolled in distance learning courses and a 36% response rate for students enrolled in a distance learning program. The response rate from 2001 was 17.80% for students enrolled in distance learning courses and 23.70% for students enrolled in distance learning programs. The surveys included students enrolled in both print and electronically-delivered courses and programs.

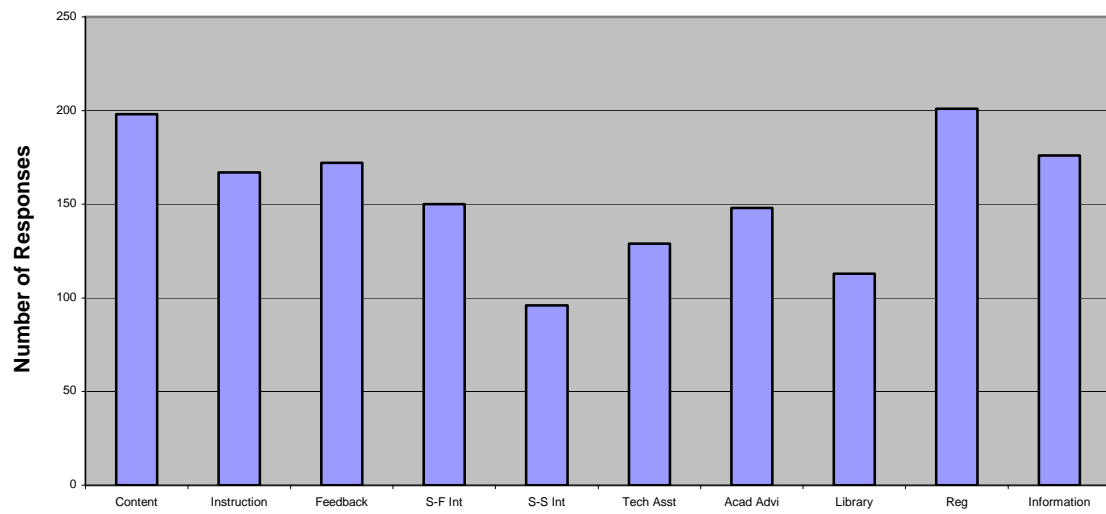
In 2002, in terms of student goals for enrolling in distance courses, 68.7% seek to complete a bachelor's degree and 23.7% a master's degree. Therefore, we have the opportunity to attract 92.4% of these students to our distance learning programs. In terms of the three-point Likert scale used by the Department of Education (1=not important, 2=somewhat important, 3=very important) the most important reasons for enrolling in a distance learning course involved flexibility (at home or work,  $\bar{X}$  =2.59; convenient time due to work,  $\bar{X}$  =2.47). Students also expressed a clear motivation to complete course work quickly ( $\bar{X}$  =2.35).

As the following histogram indicates, students are generally satisfied with course content, quality of instruction, feedback, interactions, technical and academic advising, library resources, registration, and information availability. They were least satisfied with student-student interaction. Note that the y-axis indicates summed student response to a six-point Likert scale (0=no opinion, 1=very dissatisfied, 2=mostly dissatisfied, 3=neutral, 4=mostly satisfied, 5=very satisfied) in the survey instrument; means are included in the quantitative report.



In terms of student goals for enrolling in distance programs, 93.3% seek to complete a bachelor's degree and 4.4% a master's degree. Using the same three-point Likert scale noted above, students reported that the most important goals for enrolling in a distance learning program involved degree attainment ( $\bar{X} = 2.63$ ), personal enrichment ( $\bar{X} = 2.63$ ), preparation for future employment ( $\bar{X} = 2.28$ ), and speed of degree completion ( $\bar{X} = 2.21$ ). Furthermore, program students selected distance methods because of flexibility with work schedule ( $\bar{X} = 2.72$ ), flexibility of personal preference ( $\bar{X} = 2.52$ ), quality of program ( $\bar{X} = 2.51$ ), and a preference for the mode of delivery ( $\bar{X} = 2.48$ ).

As the following histogram indicates, students are generally satisfied with ease of registration, course content, availability of information needed, and quality of instruction. They tended to be least satisfied with student-student interaction. Again, the y-axis represents summed student responses to the six-point Likert scale noted earlier.





## APPENDIX 2-2B

### Section 2      Question 2      Educational Programs

#### Sample of Faculty Publications and Presentations Since 1999

##### **Journal Articles and Book Chapters**

- Allen, M., Bourhis, J., Mabry, E., Burrell, N., Emmers-Sommer, T., Titsworth, S., Mattrey, M., Crowell, T., Bakkar, A., Hamilton, A., Malyshev, Y., Robertson, T., Scholl, J., & Wells, S. (2002). Comparing student satisfaction with distance education to traditional classrooms in higher education: A meta-analysis. *American Journal of Distance Education*, 16(2), 83-97.
- Anderson, E. E., Taraban, R., & Sharma, M. P. (in press). Implementing and assessing computer-based active learning materials in introductory thermodynamics. *International Journal of Engineering Education*. Also in online version at [http://www.ijee.dit.ie/OnlinePapers/Interactive\\_Papers.html](http://www.ijee.dit.ie/OnlinePapers/Interactive_Papers.html).
- Carter, L., & Rickly, R. (in press). Mind the gap(s): Modeling space in online education. In K. Cargile Cook, & K. Grant-Davie (Eds.), *Online education: Global questions, local answers* (pp.168-192). Farmingdale, NY: Baywood.
- Eaton, A. (in press). Students in the online technical communication classroom. In K. Cargile Cook, & K. Grant-Davie (Eds.), *Online education: Global questions, local answers* (pp. 43-64). Farmingdale, NY: Baywood.
- Gorsuch, G. & Stalcup, K.A. (2002). From paper and pencil to the Web: A testing and technology partnership. In C. Coombe & N. Hubley (Eds.), *Assessment practices: TESOL case studies*. Alexandria, VA: TESOL.
- Hashemi, J., Austin-Stalcup, K., Majkowski, A., Anderson, E.E., & Chandrashekar, N. (2004, in press). Elements of a realistic virtual laboratory experience in Material Science: Development and evaluation. *International Journal of Engineering Education*.
- Hein, S. E. & Stalcup, K.A. (2001). Cyber dimensions: Using World Wide Web utilities to engage students in money, banking, and credit. *Journal of Education for Business*, 76, 167-172.
- Lang, S. (in press). Replicating and extending dialogic aspects of the graduate seminar in education: *Global questions, local answers* (pp. 216-240). Farmingdale, NY: Baywood.
- Maki, R. H., & Maki, W. S. (2003). Prediction of learning and satisfaction in Web-based and lecture courses. *Journal of Educational Computing Research*, 28, 197-219.
- Maki, R. H., & Maki, W. S., Patterson, M., & Whittaker, P. D. (2000). Evaluation of a Web Introductory Psychology Course I: Learning and satisfaction in online versus lecture courses. *Behavior Research Methods, Instruments, & Computers*, 32, 230-239.
- Maki, W. S., & Maki, R. H. (2000). Evaluation of a Web-based Introductory Psychology Course II: Contingency management to increase use of on-line study aids. *Behavior Research Methods, Instruments, & Computers*, 32, 240-245.

- Maki, W. S., & Maki, R. H. (2001). Mastery quizzes on the Web: Results from a Web-based Introductory Psychology course. *Behavior Research Methods, Instruments, & Computers*, 33, 212-216.
- Maki, W. S., & Maki, R. H. (2002). Multimedia comprehension skill predicts differential outcomes of Web-based and lecture courses. *Journal of Experimental Psychology: Applied*, 8, 85-98.
- McKenney, C. B., Peffley, E.B., & Teolis, I. (in press). A comparison of asynchronous communication levels with students enrolled in compressed video, Internet and traditional classes. *Acta Horticulturae*.
- Olaniran, B.A., Stalcup, K.A., & Jensen, K.J. (2000) Incorporating computer-mediated technology to strategically serve pedagogy. *Communication Teacher*, 15(1), 14.
- Peffley, E. B. 2002. Lessons learned in an online Horticulture course. *HortScience*, 37(5), 741.
- Smith, R., & Stalcup, K. (2001). Technology consulting: Keeping pedagogy in the forefront. In K. Lewis & J. Povlacs Lunde (Eds.), *Face to face, A sourcebook of individual consultation techniques for faculty/instructional developers* (2<sup>nd</sup> ed., pp. 227-246). Stillwater, OK: New Forums Press.
- Stalcup, K. A., & Maki, W. S. (2002). Learning about learning on the Web [book review. *Applied Cognitive Psychology*.
- Taraban, R., Hayes, M. W., Anderson, E. E., & Sharma, M. P. (in press). Giving students time for the academic resources that work. *Journal of Engineering Education*.
- Taraban, R., Maki, W. S., & Rynearson, K. (1999). Measuring study-time distributions: Implications for design of computer-based courses. *Behavior Research Methods, Instruments, & Computers*, 31, 263-269.
- Taraban, R., McKenney, C., Peffley, E., & Applegarth, A. (2004). Live specimens more effective than World Wide Web for learning plant material. *Journal of Natural Resource and Life Science Education*, Manuscript E03-13.
- Taraban, R., Rynearson, K., & Austin Stalcup, K. (2001). Time as a variable in learning on the World Wide Web. *Behavior Research Methods, Instruments, & Computers*, 33, 217-225.
- Zanglein, J. & Stalcup, K. A. (1999). Te(a)chnology: Web-based instruction in legal skills courses. *Journal of Legal Education*, 49(4), 480-503.

### **Abstracts**

- Applegarth, A., Peffley, E.B., Taraban, R., Durham, R. E., & McKenney, C.B. (1999). An evaluation of Web-based study methods used in a plant science laboratory [Abstract]. *HortScience*, 34(5), 823.
- Auld, D. L., Cepica, M.J., & McKenney, C.B. (2000). Barriers encountered in establishing effective distance education programs [Abstract]. *HortScience*, 35(3), 493.
- McKenney, C. B. (2002). Incorporating survey designs in educational research [Abstract]. *HortScience*, 37(5), 740.
- McKenney, C. B., Auld, D.L., Cepica, M.J., & Storey, J.B. (2000). Teaching techniques and course modifications used to enhance horticulture courses utilizing interactive video conferencing [Abstract]. *HortScience*, 35(3), 493.

- McKenney, C. B., Durham, R.E., & Peffley, E.B. (1999). Offering a horticultural laboratory experience at a distance [Abstract]. *HortScience*, 34(3), 519.
- McKenney, C. B., & Peffley, E.B. (2002, May). Distance education: Providing horticulture classes to an urban audience [Abstract]. *Urban Agriculture: Emerging Opportunities in Science, Education, and Policy Symposium*, Dallas, TX.
- McKenney, C. B., Peffley, E.B., & Teolis, I. (2002). A comparison of asynchronous communication levels with students enrolled in compressed video, Web-based, and traditional classes [Abstract]. *Program of the XXVI<sup>th</sup> International Horticultural Congress & Exhibition*, p. 570.
- Peffley, E. B., McKenzie, C.B., Taraban, R. & Teolis, G. (2001). A comparison of the performance of students learning plant materials via the World Wide Web and traditional instruction [Abstract]. American Society for Horticulture Science Southern Region 61<sup>st</sup> Annual Meeting. *HortScience*, 36(5), 839.
- Teolis, I., Peffley, E.B., & McKenzie, C.B. (2001). A study of the effect of a Web-based Horticulture course on the performance and perceptions of university students [Abstract]. American Society for Horticulture Science Southern Region 61<sup>st</sup> Annual Meeting. *HortScience*, 36(5), 839.
- Teolis, I., Peffley, E.B., McKenzie, C.B., & Taraban, R.M. (2002). Can we predict student success in online courses? [Abstract]. American Society for Horticulture Science Southern Region 62<sup>nd</sup> Annual Meeting. *HortScience*, 37(5), 737.
- Teolis, I., Peffley, E.B., Taraban, R., Wester, D.B., & McKenzie, C. (2003). Comparing the effectiveness of independent learning, traditional learning, and independent Web-based learning when receiving text-based vs. object-based material [Abstract]. 100<sup>th</sup> Annual International Conference of the American Society for Horticulture Science, *HortScience*, 38(5), 685.

### **Published Proceedings**

- Anderson, E.E. (1999). Investigative active learning and the teaching of heat transfer. *International Mechanical Engineering Conference and Exhibition*, 364(4), 355-362.
- Anderson, E.E. (2000). Old pedagogy – New technology. *American Society for Engineering Education – Gulf Southwest Region*, Las Cruces, NM, pp. 59-63.
- Anderson, E. E., Sharma, M. P., & Taraban, R. (2003). Student usage of supplemental study materials. *Proceedings of the 2003 Annual Conference of the International Conference on Engineering Education*.
- Gavrin, A., Watt, J.W., Marrs, K., & Blake, R.E. (accepted for presentation and publication). Just-in-time teaching: Using the Web to enhance classroom learning. *Proceedings of the 2003 American Society for Engineering Education Annual Conference and Exposition*. Received the John A. Curtis Lecture Award 2003.
- Hashemi, J., E.E. Anderson, & Chandrashekar, N. (2004, under review). Development of an interactive Web-based environment for measurement of hardness in metals. *American Society for Engineering Education Annual Conference and Exposition*.

- Marrs, K. A., Blake, R. E., & Gavrin, A. D. (2003). Use of warm up exercises in just-in time teaching to determine students' prior knowledge and misconceptions in biology, chemistry and physics. *Journal of College Science Teaching*, 33, 42-47
- McGregor, K., Frazee, S., Baker, M., Drueckhammer, D., & Lawver, D. (2003). Effects of computer animated instruction upon low-level cognition of undergraduates in an agricultural power technology courses. *Proceedings of the Western Agricultural Education Conference*, M. Swan [Ed.], Washington State University.
- Sharma, M. P., Anderson, E. E., & Taraban, R. (2003). A study of students' perceptions of computer-based instruction in introductory thermodynamics courses. *Proceedings of the 2003 Annual Conference of the American Society for Engineering Education*, Nashville, TN.
- Taraban, R., Anderson, E.E., Sharma, M.P., & Hayes, W. M. (2002). Monitoring students' study behaviors in thermodynamics. *American Society Engineering Education Annual Conference and Exposition*, Montreal, Canada.
- Taraban, R., Anderson, E. E., Sharma, M. P., & Weigold, A. (2003). Developing a model of students' navigations in computer modules for Introductory Thermodynamics. *Proceedings of the 2003 Annual Conference of the American Society for Engineering Education*, Nashville, TN.

#### **Journal Articles in Preparation**

- Gorsuch, G., Stalcup, K.A., & Bremer, R. Predictive variables in a computer-based course.
- Holder, E.W., Stalcup, K.A., Smith, R., & Bleckley, K. Evaluating ITV instruction in higher education.
- Lawson, W. & Stalcup, K.A. Evaluating ITV in a distance adult education program.
- McKenney, C.B., Peffley, E.B., & Teolis, I.. Comparison of time investment in common teaching practices among three instructional methods. *HortTechnology*.
- McKenney, C.B., Peffley, E.B., Durham, R.A., Smith, A. & Teolis, I. Using online horticulture course development to support graduate student education and undergraduate instruction: A case study. *Journal of Extension*.
- Pazos, M. P., Jian, J. Y., Canto, A. M., Sandoval, A., Beruvides, M. G., & Taraban, R. Structuring group decision making in a Web-based environment by using the nominal group technique.
- Teolis, I., & Peffley, E.B. Comparing student performance and perceptions in live versus Web-based horticulture courses.
- Teolis, I., Peffley, E.B., & Wester, D.B. Comparing student performance in live versus Web-based instruction in herbaceous plant identification.
- Teolis, I., Peffley, E.B., & Taraban, R. Comparing the effectiveness of independent learning, traditional learning, and independent Web-based learning when receiving text-based versus object-based material.
- Teolis, I., & Peffley, E.B. Comparing performance and perceptions of disabled and non-disabled students enrolled in live versus Web-based horticulture courses.

#### **Published Electronic Media**

- McKenney, C.B., Lineberger, D., & Bludau, B. (2002). Herbaceous Ornamental Plants. Copyright: Texas A&M University and Texas Tech University. (CD-Rom).

- McKenney, C. B., Lineberger, D., & Bludau, B. (2000). *Interiorscape Plants*. Copyright: Texas A&M University and Texas Tech University. (CD-Rom).
- Morrow, J., Allen, R., & Peffley, E.B. (2001). *Introduction to Biotechnology*. Creative Education Video.
- Peffley, E. B., Durham, R.E. & McKenney, C.B. (1999). *A Companion CD to Principles of Horticulture*. Texas Tech University. (CD-Rom)

### **World Wide Web Data Bases**

- McKenney, C. B., Lineberger, D., & Bludau, B. (2001). *Outstanding roses picture pages*. Collection of over 100 images with descriptions and cultural care notes. Searchable database available: <http://horticulture.tamu.edu:7998/rose/search.html>
- McKenney, C. B., Lineberger, D., & Bludau, B. (2000). *Interiorscape plant picture pages*. Collection of over 150 images with descriptions and cultural care notes. Searchable database available: <http://aggiehorticulture.tamu.edu/picturepages/tamuhort.html>
- McKenney, C. B., & Lineberger, D. (2000). *Herbaceous plant picture pages*. Collection of over 35 images with descriptions and cultural care notes. Searchable database available: <http://horticulture.tamu.edu:7998/herbaceous/search.html>

### **Grants**

- Blake, R.E. (2004, February). *Development, implementation and dissemination of a teacher-training course in Chemistry*. Texas Higher Education Coordinating Board, \$215,195. Pending budget revision to \$300,000.
- Gavrin, A., Watt, J.X., Blake, R.E., & Marrs, K. (1999, December). *Just in time teaching in Math and the Sciences*. National Science Foundation, \$141,652.
- Blake, R.E., Borrego, J., Cohen, L., & Williams, B. (2003, July). *LearnStar: Invigorating undergraduate education in Chemistry, Mathematics and Psychology*. National Science Foundation, Course Curriculum and Laboratory Improvement-Adapt and Implementation, \$99,952.

### **Conference Presentations**

- Anderson, E.E. (1999). *Learning and the digital age*. Paper presented at the H. T. Person Lecture, University of Wyoming.
- Anderson, E.E. (2001). *Incorporating laboratory simulations into non-laboratory courses*. Paper presented at the International Congress for Engineering Education Annual Conference, Oslo, Norway.
- Anderson, E.E. (2001). *Staged solutions as a means of learning via the Internet*. Paper presented at the American Society of Engineering Education Annual Conference, Albuquerque, NM.
- Anderson, E.E. (2002). *Computer-based instruction module – Kinematics of gears*. Paper presented at the American Society of Engineering Education Gulf-Southwestern Conference, Lafayette, LA.
- Anderson, E.E. (2002, September). *Interactive Thermodynamics I Modules*. Paper presented at the National Science Foundation Engineering and Computer Science Education Grantees Conference, Washington, DC.

- Anderson, E.E., Sharma, M.P., and Taraban, R. (2002). *Application of active learning techniques to computer-based instruction of Introductory Thermodynamics*. Paper presented at the American Society of Engineering Education Annual Conference and Exposition, Montreal, Canada.
- Blake, R.E. (2000, August). *Webscience: Creating an active-learner classroom with WWW technology*. Paper presented at the 220<sup>th</sup> National Meeting of the American Chemical Society, Washington, DC.
- Blake, R. E. (2000, October). *Enseñanza al tiempo y 'Talleres Química': Los dos métodos para enseñar química para la ingeniería*. Paper presented at the Foro Internacional De Las Ciencias Básicas En La Enseñanza De La Ingeniería, Instituto Politécnico Nacional, Ciudad de México, México.
- Blake, R.E. (2000, October). *Enseñanza al tiempo y 'Talleres Química': Los dos métodos para enseñar química para la ingeniería*. Paper presented at the Foro Internacional De Las Ciencias Básicas En La Enseñanza De La Ingeniería, Acapulco, México.
- Blake, R. E. (2001, February). *Workshop chemistry and just-in-time teaching: Two methods for promoting active learning in a large lecture course*. Paper presented at the Department of Chemistry, Indiana University Purdue University Indianapolis, Indianapolis, IN.
- Blake, R. E. (2001, February). *Just-in-time teaching: An electronic window into the minds of students*. Paper presented to the Department of Chemistry, Purdue University, West Lafayette, IN.
- Blake, R.E. (2002, April). *LearnStar: Bringing fun learning from an entertainment venue to the classroom*. Paper presented at the 223<sup>rd</sup> American Chemical Society National Meeting, Orlando, FL.
- Blake, R.E., Marrs, K.A., Gavrin, A. & Watt, J. (2002, March). *Web science: Just-in-time teaching of Biology, Chemistry, Math and Physics*. Paper presented at the National Science Teachers Association, San Diego, CA.
- Chambers, K. E., & Blake, B. (2003, March). *Student conceptions, misconceptions and reconceptions: Using the WWW to evaluate and reconstruct student knowledge*. Paper presented at the 225<sup>th</sup> American Chemical Society National Meeting, New Orleans, LA.
- Gatzki, C., & Blake, B. (2003, March). *Utilization of a trivia-style review in an Introductory Chemistry course*. Paper presented at the 225<sup>th</sup> American Chemical Society National Meeting, New Orleans, LA.
- Hashemi, J., Anderson, E.E., & Stalcup, K.A. (2002, March). *The laboratory experience: A need for alternative delivery methods*. Paper presented at the meeting of University Service Professional, Lubbock, TX.
- Hashemi, J., Majkowski, A. & Anderson, E.E. (2003, July). *Elements of a realistic virtual laboratory experience*. Paper presented at the International Conference on Engineering Education, Valencia, Spain.
- Hashemi, J., Stalcup, K.A., Anderson, E.E., & Majkowski, A. (2003, June). *Development of software to improve learning and laboratory experience in Materials Science*. Paper presented at the American Society of Engineering Education Annual Conference and Exposition, Nashville, TN.

- McKenney, C. B. (1999, September). *Distance education: A piece of the puzzle*. Paper presented at the Department of Horticultural Sciences, Texas A&M University, College Station, TX.
- McKenney, C. B. (1999, November). *Distance education as a means of earning a B.S. in Horticulture at Texas Tech University*. Paper presented at the 13th West Texas Turfgrass and Grounds Maintenance Conference and Irrigation Seminar, Lubbock, TX.
- McKenney, C. B. (2000, June). *Distance education in horticulture*. Paper presented at the Nahman Forest Educators Conference, Garland, TX.
- McKenney, C. B. (2000, August). *Emerging opportunities in distance education*. Paper presented at the Texas Nursery & Landscape Association Educational Program, Houston, TX.
- McKenney, C. B. (2000, November). *Distance education opportunities in Horticulture*. Paper presented at the Legislative Initiative Program, Texas A&M University, Dallas, TX.
- McKenney, C. B., Peffley, E. B. & Teolis, G. (2002, August). *A comparison of asynchronous communication levels with students enrolled in compressed video, Internet, and traditional classes*. Paper presented at the International Horticulture Congress, Toronto, Canada.
- Paton, V., & Youngblood, P. (2002, October). Assessment of faculty beliefs about ITV course delivery. Paper presented at Southern Association of Institutional Researchers Annual Conference, Baton Rouge, LA.
- Paton, V., & Youngblood, P. (2003, October). Assessment of faculty beliefs about ITV course delivery. Paper presented at Southern Association of Institutional Researchers Annual Conference, San Antonio, TX.
- Peffley, E. B. (1999, April). *Horticulture and distance education at Texas Tech University*. Paper presented at the Agricultural Consortium of Texas, Lubbock, TX.
- Peffley, E. B. (1999, October). *Horticulture courses at a distance*. Paper presented at the Conference for the Advancement of Science Teaching--Science is For All, Lubbock, TX.
- Peffley, E. B. (2000, March). *Development of WWW Horticulture foundation courses*. Poster session presented at United States Department of Agriculture Project Director's Conference, Washington, DC.
- Peffley, E. B., Durham, R. E. & McKenney, C. B. (1999, January). *Administrative bottlenecks in launching a Web-based course*. Paper presented at the American Society for Horticulture Science, Southern Region, Memphis, TN.
- Peffley, E. B. & McKenney, C. B. (2000, October). *Distance education in the Plant Sciences*. Paper presented at the Conference on the Advancement of Science Teaching, Texas A&M University, College Station, TX.
- Peffley, E. B., & McKenney, C. B. (2000, October). *Plant Science and distance education*. Paper presented at the Conference for the Advancement of Science Teaching, College Station, TX.
- Peffley, E. B., McKenney, C. B., Taraban, R., & Teolis, I. (2001, January). *A comparison of the performance of students learning plant materials via the World Wide Web*

- and traditional instruction.* Paper presented at the Southern Region American Society for Horticultural Science Annual Meeting, Fort Worth, TX.
- Taraban, R., Weigold, A., Anderson, E. E., & Sharma, M. P. (2004, March). *Students' cognitions when using an instructional CD-ROM in introductory thermodynamics.* Paper to be presented at the 2004 Annual Conference of the American Society for Engineering Education – Gulf Southwest Region, Lubbock, TX.
- Teolis, I., Peffley, E. B., Taraban, R., Wester, D. B., & McKenney, C. (2003, October). *Comparing the effectiveness of independent learning, traditional learning, and independent Web-based learning when receiving text-based versus object-based material.* Paper presented at the American Society for Horticultural Science Annual Conference, RI.
- Teolis, I., Peffley, E.B. & Wester, D.B. (2004). *Do students really learn as much horticulture with Web-based instruction as in the classroom?* Paper presented at the American Society for Horticultural Science, Southern Region, 64<sup>th</sup> Annual Meeting.

### **Graduate Student Research**

- Applegarth, A. (1999). *Development of horticulture foundation courses on the World Wide Web.* Unpublished master thesis, Department of Plant and Soil Science, Texas Tech University, Lubbock, TX.
- Brashears, T. (2004). Effects of text, audio/video, and still images as asynchronous instructional delivery methods upon cognition and satisfaction of high school agricultural science students. Unpublished doctoral dissertation, Texas Tech University, Lubbock, TX.
- Cardenas, R.L. (St. Mary's U., TX). Co-Author(s): Cheng, K. (TTU), Thacker, B.A. (TTU), Crouch, C.H. (Harvard). (2002, Winter). *Gender-based impact of online homework on learning Physics concepts.* Contributed Talk: 124th American Association of Physics Teaching National Meeting: Philadelphia, PA.  
<http://www.aapt.org/AbstractSearch/FullAbstract.cfm?KeyID=582>
- Cheng, K. (TTU). Co-Author(s): Thacker, B.A. (TTU), Cardenas, R.L. (St. Mary's U., TX), Crouch, C.H. (Harvard). (2002, Winter). *Impact of online homework on student's learning of physics concepts.* Invited Symposium: 124th American Association of Physics Teaching National Meeting: Philadelphia, PA.  
<http://www.aapt.org/AbstractSearch/FullAbstract.cfm?KeyID=5774>
- Cheng, K., Thacker, B.A., Cardenas, R. L., & Crouch, C.H. (2004). *Using an online homework system significantly enhances students' learning of Physics concepts in an Introductory Physics course.* (Manuscript accepted for publication by the *American Journal of Physics*.)
- Teolis, Igino. (2003). *A comparison of the performance and perceptions of students receiving live versus Web-based Horticultural instruction.* Unpublished doctoral dissertation. Department of Plant and Soil Science, Texas Tech University, Lubbock, TX.



## Section 2-3

## Section 2      Educational Programs

Yes   x   No        **3. Explain procedures that are in place to evaluate all instruction materials developed by other organizations or institutions prior to use in distance education.**

### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

Texas Tech University (TTU) academic faculty and the distance education professor of record consistently select all distance learning course content. This is in keeping with standard practices for on-campus courses and in compliance with the Southern Association of Colleges and Schools (SACS) policy: “The institution’s faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction” (<http://www.sacscoc.org/pdf/distance.pdf>).

While designing distance courses, teaching faculty encounter an increasing array of externally produced instructional materials. Some materials center on a published textbook; whereas others are free standing. All materials must meet individual department and college criteria concerning quality, applicability, and currency. Materials must also fulfill the TTU Operating Policy 36.06 requirement that in-state, off-campus distance education courses “...meet the same quality standards as those courses taught on-campus” (see [http://www.depts.ttu.edu/opmanual/New.contents.links/36academic\\_programs.htm](http://www.depts.ttu.edu/opmanual/New.contents.links/36academic_programs.htm)) and the SACS policy: “The institution ensures the currency of materials, programs and courses”. In the case of consortia, TTU faculties apply department and college criteria to instructional materials produced by partner institutions or other third parties.

After departmental approval of course materials and consideration of copyright concerns, the professor of record is provided design, technical, and/or support services by a campus production service unit such as the Teaching, Learning, and Technology Center (TLTC), Outreach and Extended Studies (OES), or the KTXT-TV Department of Instructional TV (KTXT-TV) thereby fulfilling the SACS policy: “The institution provides appropriate training for faculty who teach in distance education programs.”

As an example of TTU’s procedure, a department selects a PBS Adult Learning Service telecourse series. This externally produced instructional series meets the department’s approved criteria and allows licensing for college credit broadcast of its copyrighted materials. An appropriate faculty member designs an envelope around the material and is charged with selection or design of online, interactive television classroom or paper-based interactions with students (with available assistance from the above mentioned production units). A description of a course piloted in the 2002-2003 academic year with suggested improvements for 2003-2004 can be found in Appendix 2-3A (Television Broadcast Courses Pilot Project 2002-2003).

In general, the same protocol serves for standard non-broadcast television courses when there is an expressed need for externally developed materials for a distance education

course. Steps include consultations with the appropriate academic department and obtaining necessary copyright clearances, followed by support from campus production service units. Upon completion of the term, student and faculty course assessments (as described above in Section 2, Question 2), similar to those in standard on-campus courses, provide valuable input. These procedures adhere to the Texas Higher Education Coordinating Board's (THECB) "Guide for Incorporating the Principles of Good Practice into Electronically-based Courses."

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## **OFF CAMPUS INSTRUCTION**

Evaluation of instructional materials used in courses offered at off-campus instructional sites follow the same process as described for distance learning courses.

## **APPENDIX 2-3A**

### **Section 2      Question 3      Educational Programs**

#### **TELEVISION BROADCAST COURSES PILOT PROJECT 2002-2003**

##### **Historical Perspective**

KTXT-TV, South Plains Public Television, Texas Tech University, began its first broadcast on October 16 of 1962. Established by the Texas Technological College Board of Directors to relieve any overcrowded classrooms, KTXT-TV became a preliminary and important arm of distance education for Texas Tech students. In 1965, 912 Texas Tech students were enrolled in broadcast courses, their number swelling to over 6,000 by 1968, approximately a third of the total student body.

By 1970, KTXT-TV's programming license with National Educational Television automatically led the station into Public Broadcasting Service (PBS) affiliation. During this time, the station continued to offer a limited number of courses and community business training series. In time, for-credit college courses disappeared from the broadcast schedule.

At about the same time, PBS and its member stations pioneered broadcast distance learning offerings that flourished in the following years. Today, PBS's Adult Learning Service is the world's largest source of video-based college courses. With the introduction of Internet-based interactive capabilities combined with established broadcast courses (TeleWebcourses), PBS and its local stations enroll a half-million students each year in cooperation with more than a thousand colleges and universities.

##### **Texas Tech's Reentry into Broadcast Courses**

In the fall of 2002, the College of Arts and Sciences, the Department of Classical and Modern Languages and Literatures, Outreach and Extended Studies, and KTXT-TV cooperated in a pilot-project offering *Destinos: An Introduction to Spanish* broadcast course limited to one class section of Texas Tech students. Fulfilling the requirements for five credit hours of SPAN 1501, the pedagogical envelope was designed by Dr. Diana Pulido and Teaching Assistant Tracy Rutledge. Retention of students was strong between the initial fall semester course and following spring semester's SPAN 1502. Fourteen students began the course in the fall of 2002, several additional students enrolled in the spring of 2003, and fourteen students completed the second semester class.

##### **Assessment of Broadcast Course**

Some empirical data are available for assessment purposes. Although no pretest was administered, most students lacked prior formal Spanish instruction. Of the fourteen students completing 1502, nine students were given placement exams for continuing

enrollment. Seven of these students placed in 1507 (intensive Spanish) the general placement for most students who have had significant high school Spanish instruction, one placed into 2301 and one into 2302. In Fall 2003, both pre-test, post-test assessment were administered and compared, using selected sections of the cooperative South Plains beginning Spanish classes for control purposes.

The instructor's anecdotal analysis of the course reflected that in the broadcast course students appeared to have a superior understanding of spoken Spanish in contrast to her on-campus students. Broadcast students appeared to have more difficulty with cognition of Spanish vocabulary. Limited adaptation of the design of the course will be undertaken to encourage the development of recall abilities.

#### Immediate Need and Future Plans

The Department Chair of Classical and Modern Languages and Literatures expressed strong interest in expanding *Destinos* for general enrollment classes and simultaneously offering both 1501 and 1502 in the spring 2004 semester. There has been discussion concerning the suitability of *Destinos* first and second semester broadcasts being offered within one semester to fulfill the need for sections of SPAN 1507. Interest was also expressed involving additional languages, comparative literatures, and second year language courses.

Considering increasing enrollments, coupled with the projected decrease of funding for faculty full-time equivalents, broadcast courses may again become one plausible solution for any overcrowded classrooms at Texas Tech. KTXT-TV's recent digital transition, with its increased broadband capabilities for multicasting, data casting, and digital interactive instruction may provide new approaches and potentials for serving Texas Tech students, South Plains residents, and distance students worldwide.

## **Section 3-1**

### Section 3      Faculty

Yes   x   No        1. The qualifications for distance education faculty are the same as faculty teaching the same courses in a traditional on-campus format. Please describe rationale applied for making exceptions.

#### ELECTRONICALLY-BASED DISTANCE EDUCATION

Faculty members are the core of distance education and off-campus instruction. Issues related to faculty qualifications and services are covered in a variety of University Operating Policies, which will be referenced in appropriate portions of this report.

##### *Faculty Qualifications*

Full and part-time faculty members must meet the qualifications stipulated by SACS. OP 32.02

[http://www.depts.ttu.edu/opmanual/New.contents.links/32academic\\_policies\\_faculty.htm](http://www.depts.ttu.edu/opmanual/New.contents.links/32academic_policies_faculty.htm) denotes the qualifications needed for all faculty levels. Departmental chairpersons must certify the qualifications of faculty members at the time of employment, including those faculty members contracted for course development and implementation through Outreach and Extended Studies and those teaching at off-campus educational sites. Exceptions to the stated requirements are not typical at Texas Tech, but may be permitted in cases of persons who have “demonstrated exceptional scholarly or creative activity or substantial professional experience.” As noted by Institutional Research and by Outreach and Extended Studies, over 95% of those teaching distance courses are the same faculty members who teach the course on campus.

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#### OFF CAMPUS INSTRUCTION

At Texas Tech University faculty members who teach in the various distance education programs and courses hold the same credentials as those teaching on-campus courses. Full and part-time faculty teaching distance courses or at off-campus sites are appointed by the respective academic departments at Lubbock. All policies and procedures that apply to on-campus faculty members apply to faculty members teaching distance education courses and at off-campus educational sites.

## Section 3-2



### Section 3      Faculty

Yes   x   No        **2. The institution provides orientation and training for faculty involved in distance education programs. Please describe the faculty training activities and provide examples as appropriate.**

#### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

Faculty members at Texas Tech are fortunate to have extensive technical and pedagogical support for distance learning and outreach activities. Much of this support is provided by the Teaching, Learning, and Technology Center (TLTC), <http://www.tlhc.ttu.edu>. A variety of workshops and classes is offered on a regular basis (Appendix 3-2A). An online Distance Education Faculty Handbook is in the planning stage. The handbook is projected to serve as a clearinghouse of information and a resource that faculty members can reference for routine issues.

The TLTC offers a broad range of programming as well as in-depth consultation. TLTC personnel provide training for on-campus and off-campus faculty and instructors in preparation for delivering courses via interactive video conferencing and/or via the Internet. This training includes technological and pedagogical issues appropriate for different learning environments.

#### *Technology*

The TLTC provides faculty members with server space to house instructional World Wide Web course materials. The Center provides support and/or consulting for several course delivery mechanisms. These include:

- World Wide Web
- Interactive Television
- Broadcast TV (in conjunction with the university television station)
- CD

The TLTC supports several applications:

- Adobe – Photoshop and Premier
- Macromedia – Authorware, Director, Dreamweaver, Flash
- Microsoft – FrontPage, Office Suite
- WebCT

Individualized consulting for faculty members can be easily arranged either in the TLTC or in a faculty member's office using his/her equipment. The different types of technology consulting include:

- Pedagogy for electronically-delivered courses
- Technology selection (given the pedagogy)

- Design
- Implementation
- Assessment

In addition to technology support, the TLTC provides equipment and instructional and development space. Available for checkout are laptop computers, portable LCD projectors, video equipment, and other devices to support instructional and course development purposes. Well-equipped instructional space includes the Faculty Instructional Lab for multimedia instruction and development, the Interactive Instructional Lab, and Videoconference Room. The Faculty Multimedia Lab offers a quiet atmosphere for faculty members to learn and explore technology. Staff members and student assistants are available to assist with a variety of tasks.

In the spring of 2003, academic technology production staff members were added to the TLTC to assist faculty members in the development of distance learning courses, with an initial focus on Web-based courses. The staff members have been concentrating on developing templates that will make the conversion of on-campus courses to online distance courses as seamless as possible. When the templates are completed and fully integrated with the RaiderLink Portal, faculty members will be able to author online courses with a minimum of technological expertise.

### *Pedagogy*

Individualized instruction is available regarding appropriate teaching methods for a particular course. The TLTC consultant and faculty member identify the desired pedagogy based on:

- Instructional methodologies
- Nature of the course materials and discipline
- Course objectives and desired learning outcomes
- Required interactivity
- Option for active learning exercises
- Faculty role in the distance classroom

From time to time, the TLTC also sponsors teleconferences that deal with issues in higher education, including instructional technology. Examples of previous topics include:

- “Libraries, Copyright, and the Internet”
- “Online Testing: Assessment and Evaluation of Distance Learners”
- “Virtual Universities: Online and On Target?”
- “Changing Practices in Evaluating Teaching”
- “How to Customize an Online Course”

Faculty members are further supported through the TLTC Faculty Incentive Grant Program for innovative teaching and technology projects. Grants of up to \$10,000, up to a total of \$50,000, are awarded yearly to encourage excellence and innovation in teaching and foster the development and adaptation of technologies for teaching and learning.

In addition to the support provided by the TLTC, the Colleges of Education, Engineering, and Agriculture provide significant technical assistance to faculty members who are teaching distance courses. Outreach and Extended Studies also provides administrative support to one graduate degree program offered through the College of Human Sciences and one undergraduate degree program offered by the College of Arts and Sciences, as well editorial and production services for independent study courses.

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## **OFF CAMPUS INSTRUCTION**

Each term, new off-campus faculty members at Fredericksburg and Highland Lakes are required to attend an orientation that covers all the technologies available on the main campus. Ongoing access to assistance is available via phone, Web, and video conferencing. If a faculty member wishes to come to the main campus to attend training in person, funds are provided by the off-campus educational site. In addition, the Colleges of Education, Engineering, and Agriculture provide significant technical support to faculty members who are teaching at the off- campus sites.

## **APPENDIX 3-2A**

### **Section 3      Question 2      Faculty**

#### **Teaching, Learning, And Technology Center Short Course Curriculum, 2003-2004**

##### **Multimedia/Technology Series**

Access 2000 (PC): Design and Develop Usable Databases  
Designing Courses with FrontPage 2000 (PC)  
Advanced FrontPage: Forms (PC)  
Advanced FrontPage Forms II: Interactive Databases  
Advanced FrontPage Forms III: Managing Databases from the Web  
Advanced FrontPage: Themes (PC)  
Photoshop: Introductory Graphics Design  
Advanced Photoshop  
Introduction to Scanning  
Advanced Flash  
Professional Poster Printing  
Introduction to Editing and Digitizing Video  
Creating Courses with Dreamweaver  
Advanced Dreamweaver  
Creating Web Themes in Dreamweaver: Cascading Style Sheets

##### **Technology Integration Series**

Creating a Grade Book with Excel  
Creating Multimedia with Flash  
Using PowerPoint to Enhance Lectures (PC only)  
Creating Quality Instructional Materials

##### **Distance Learning Series**

Introduction to Distance Learning  
Web Pedagogy  
Virtual Classroom Management  
Online Communication Tools in the Virtual Classroom  
Active Learning in a Virtual Environment  
WebCT Series  
WebCT: Basics  
WebCT: Communication Tool  
WebCT: Creating Content Modules  
WebCT: Using the Quiz & Survey Tool

## Section 3-3

### Section 3 Faculty

Yes   x   No        **3. Procedures are in place for appropriate evaluation of faculty involved in the distance education program (such as procedures that evaluate faculty-student interaction). Please describe.**

#### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

Student evaluation of faculty teaching is an important matter at Texas Tech University. OP 32.32 (<http://www.depts.ttu.edu/opmanual/OP32.32.html>) states that “student evaluations of teaching ability will be conducted at least once each academic year by each faculty member using a standard University form.” This includes all off-campus educational and distance courses. Distance courses are delivered electronically, at off-campus sites, or through Outreach and Extended Studies. The three delivery mechanisms have somewhat different methods of evaluation, though each is effective and meets the needs of faculty members and students.

##### *Electronically-Delivered Courses*

Because of the special circumstances of distance classes, it became clear that the on-campus class evaluation mechanism did not adequately or accurately evaluate electronically-delivered classes. Through a long and thorough process involving faculty input and extensive pilot testing, an evaluation document was developed for electronic classes. The evaluation is available online in two formats – one for classes in which instructors are very involved with student activities (chat rooms, synchronous meetings, etc.) and one for classes in which instructors are involved with students on a more periodic basis. Each distance course is coded in such a way that the correct evaluation form is automatically sent to the student at the appropriate time. Results of the evaluation are summarized and submitted to the faculty member’s department chairperson in the same manner as is done for on-campus course evaluations. Web sites for these documents are: <http://www7.tlhc.ttu.edu/fman/eval.asp> and <http://www7.tlhc.ttu.edu/fmed/eval.asp>. (See also Appendix 2-2A for a fuller discussion of student evaluation of electronically-delivered courses.)

##### *Outreach and Extended Studies Courses*

Courses, faculty, and student services are all evaluated by students completing courses through Extended Studies (<http://www.dce.ttu.edu/enroll/#other>). Return rate for evaluations is approximately 90%. The evaluation is purposely open-ended. The form has a place for students to identify themselves and a statement that the identification will be removed before it is sent to the instructor. This permits Extended Studies personnel to address possible issues with a student without the student’s name being transmitted to the instructor.

Evaluations come in daily and are read by the marketing and student services personnel. Students’ names are subsequently removed from the evaluations, which are distributed to instructors quarterly. Any serious complaints about faculty members are copied to the appropriate department chair for review.

### *Other Evaluations*

Faculty members teaching a distance education course may be evaluated in other ways at the department level. Just as peer evaluations or an administrative observation may be utilized in evaluating an on-campus teaching activity, similar evaluation may be a part of teaching evaluation for a distance class. Courses offered in the various modalities will have different expectations for demonstrating compliance with acceptable and desirable teaching practices. Some examples include:

- observing an ITV course to document faculty skill in utilizing technology or ability to integrate and engage students from all sites
- reviewing a Web-based class to document the mechanism for student-to-student interaction
- examining a CD ROM or video to be certain that it functions as it should to deliver course material.

However, other than OP32.32, there is no uniform internal evaluation policy or procedure that is applied across all courses on campus. It is an individual department decision to employ additional evaluations.

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## **OFF CAMPUS INSTRUCTION**

Students attending courses at off-campus sites use instruments designed to comply with OP 32.32. Depending upon the nature of the course – electronically-delivered, face-to-face, or Extended Studies – these instruments vary as described above. Student evaluations of the course and instructor are forwarded to Institutional Research, which forwards the analysis and originals to the department chairperson and faculty member as stipulated by OP 32.32.

## Section 3-4



### Section 3      Faculty

Yes   x   No        **4. Please describe the role of faculty in development and evaluation of courses and their role in affirming adherence to the Principles of Good Practice.**

#### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

##### *Course Development*

Faculty members are responsible for developing the content of their courses, both on campus and at a distance. Some faculty members choose to create the content then develop/integrate the technology necessary to provide the course themselves. Others decide to seek technical assistance (often from the TLTC, <http://www.tlhc.ttu.edu>) with the course. This assistance may come from the TLTC or from the college/department or from a commercial source (see Appendix 3-2A for more detail).

##### *Course Evaluation*

Distance courses are evaluated by students each semester as described in the section on faculty evaluation. Faculty evaluation of course practices is an internal issue at the department level. Workshops regarding good distance teaching practices are regularly available through the TLTC, along with individual consulting services. The faculty member has the option of attending the workshops or requesting individual assistance, but there is no university-wide policy that requires faculty to take advantage of these services.

##### *Principles of Good Practice*

Faculty members teaching a distance course must affirm that they are following the “Principles of Good Practice.” This involves completing a form attesting to their compliance with the “Principles of Good Practice” as well as their awareness of and compliance with relevant copyright laws. The relevant policies and the form are located on the distance learning Web site (<http://www.de.ttu.edu> – click on support services, then faculty and staff; also <http://www.depts.ttu.edu/opmanual/OP36.01.htm> - Attachment C) . In order for a course to be posted on the Texas Tech Distance Learning Portal and the Texas Higher Education Coordinating Board distance learning portal, the “Principles of Good Practice” form must be on file. The initial filing is effective for subsequent semesters. If a substantive change is made in course content, a new form must be submitted.

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#### **OFF CAMPUS INSTRUCTION**

The same procedures and opportunities apply to off-campus instruction.

## Section 3-5

### **Section 3      Faculty**

Yes   x   No        **5. A policy exists that addresses faculty teaching load for those involved in distance education. Please attach the policy and explain the rationale.**

#### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

Texas Tech University Operating Policy 32.18  
( <http://www.depts.ttu.edu/opmanual/OP32.18.html> ) addresses faculty workload.

Section 7f. states:

Faculty members developing courses primarily for electronic delivery, as part of the normal teaching load, will be granted teaching load credit equal to the course semester credit hours for one semester before the course is to be delivered. The first semester the course is taught by electronic means, faculty members will receive teaching load credit that is 1.5 times the semester credit hours of the course. Faculty will receive normal workload credits for the second and subsequent offerings of these courses.

The “Faculty Workload Report” is designed to reflect faculty effort. A workload of 12 credit hours per semester is expected. The faculty workload policy acknowledges that the effort in developing an electronic course is heavily front-loaded. Consequently, the semester the course is under development, there is an increase in effort expended. The first semester the course is offered, adjustments and adaptations are likely necessary, so additional workload is granted. In subsequent semesters, the course is treated in the same manner as a traditional course. It is possible that a faculty member will have a workload much higher than 12 credit hours. However, a large workload does not necessarily translate into subsequent release time. Consequently, faculty members may find themselves developing and teaching electronic courses in addition to their current workload.

Most departments assign distance courses as a part of faculty workload. However, some areas offer the classes on an overload basis. In this case, faculty members receive additional compensation for teaching the course. The University faculty workload policy applies only to courses offered within a faculty member’s regular course assignment.

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#### **OFF CAMPUS INSTRUCTION**

Faculty members at off-campus sites function under the same workload policy as those on the main campus.

## Section 3-6

### Section 3 Faculty

Yes   x   No        6. A process exists for evaluating the credentials of faculty employed by other institutions who are teaching courses for which your institution is awarding credit.

#### ELECTRONICALLY-BASED DISTANCE EDUCATION

Faculty members at other institutions teaching distance courses for which Texas Tech University is awarding credit must meet the standards stipulated by the Southern Association of Colleges and Schools (SACS) or the regional accrediting agency for the institution at which they are employed. Texas Tech's consortial agreements enumerate the expectation that faculty members at participating institutions also meet SACS or other regional accrediting body standards for faculty. If a school is not regionally accredited (some international schools), individual faculty members must submit their credentials to assure the university that they meet the proper standards. It is the responsibility of the department offering/accepting the course to be certain that faculty members have the appropriate academic or experiential background to teach the course. Table 1 lists universities with which Texas Tech has a consortial or other agreement.

Table I. Academic Institutions Teaching Distance Courses for Which Texas Tech University is Awarding Credit.

##### In-State Schools

Texas A&M University  
Stephen F. Austin University#  
Texas State University  
Abilene Christian University#  
Baylor University#  
Lamar University#  
Prairie View A&M University  
Sam Houston State University#  
Tarleton State University#  
Texas A&M University Kingsville#  
Texas Southern University#  
Texas Woman's University#

##### Out-of-State Schools

North Dakota State  
University\*  
South Dakota State  
University\*  
University of Minnesota\*  
University of Nebraska\*  
Iowa State University\*  
Kansas State University\*  
University of Missouri\*  
Oklahoma State University\*

# Member schools of Family and Consumer Sciences Distance Education Alliance for Teacher Certification

\* Member schools of Great Plains IDEA: Interactive Distance Education Alliance

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## **OFF CAMPUS INSTRUCTION**

Standards for evaluating credentials of faculty members employed at another university and offering courses or partnering at off-campus sites are similar to those utilized for distance learning agreements.

## Section 3-7

### Section 3      Faculty

Yes   x   No        **7. The institution has policies on intellectual property, faculty compensation, copyright guidelines, and the distribution of revenue (if applicable) that are appropriate for distance education. Summarize policies that address issues raised by distance education.**

#### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

Texas Tech University has institutional policies that address intellectual property, faculty compensation, copyright guidelines, and distribution of revenue for distance education.

##### *Intellectual Property*

The university has long had an intellectual property policy (<http://www.depts.ttu.edu/opmanual/OP74.04.html>). Since the current policy did not appropriately address issues for distance education, an addendum to that policy was developed was developed by a faculty committee and was recently approved by the Board of Regents (OP74.04 Attachment A <http://www.depts.ttu.edu/opmanual/OP74.04A.pdf> )

##### *Faculty Compensation*

Faculty members are compensated for teaching distance education classes in two ways.

*On load* – If the course is assigned to a faculty member as a part of their normal workload, compensation is through their regular faculty salary. There is no bonus or incentive; the course is simply one course in their load and is treated in exactly the same manner as any other course.

*Off-load* – The second mechanism, additional compensation, is utilized when a faculty member is teaching a course in addition to the normal teaching assignment. Most courses offered through Outreach and Extended Studies, and some courses offered at off-campus sites are compensated in this manner. The amount paid is decided by the entity paying and the respective college. The additional compensation policy (<http://www.depts.ttu.edu/opmanual/OP70.16.html>) is currently under review by the University.

##### *Copyright Guidelines*

Faculty members are obligated to follow copyright policies as delineated in OP30.22, the Digital Millennium Copyright Act and the TEACH Act in all classes (<http://www.depts.ttu.edu/opmanual/OP30.22.html>). Although traditional on-campus classes are rarely examined for such compliance, distance classes, particularly those offered electronically, may be more easily monitored for compliance. Even if protected by a password, course materials might be inappropriately accessed. Consequently, compliance with copyright regulations is a central point in the “Principles of Good Practice” and Copyright Compliance certification that must be in place for every distance course offered by Texas Tech University.



### *Distribution of Revenue*

Revenue generated by distance classes offered through the traditional university mechanism is handled in the same manner as that generated by non-distance classes. Revenue generated through independent study courses managed by Outreach and Extended Studies is shared with the department offering the course. Additionally, a portion of the IT instructional fee goes into a Distance Learning/Electronic Instruction account for the support of distance and other electronic instruction; 25% is subsequently returned to the colleges to support local costs.

### *Revenue Sharing*

*Family and Consumer Sciences Distance Education Alliance for Teacher Certification*  
<http://www.tea.state.tx.us/Cate/fcs/distcert.html>

This group is a consortium of ten universities in Texas that offer programs in Family and Consumer Sciences Education. Students enroll at their home institution but may actually take the class from an instructor at another member school. The Memorandum of Agreement among the member schools stipulates that the program revenue will be shared in the following manner.

- Student credit hour generation (and resulting formula funding) is assigned to the institution teaching the course.
- Actual dollars paid by the student are retained by the enrolling institution.

Courses in this alliance program are taught on-load, so no special faculty compensation issues arise.

*Great Plains IDEA: Interactive Distance Education Alliance* (<http://www.gpidea.org>)

The Great Plains IDEA is an award-winning multi-state alliance of Human Sciences Colleges that was founded in 1994 as a means to create a marketplace for sharing distance education courses and programs at the graduate level. Students choose a home institution in which to enroll and be awarded their degree. Courses on the degree plan will be offered by a variety of member schools. A flat fee is charged (currently \$350 per credit hour) regardless of residence or member institution offering the degree. Revenue is shared in the following fashion.

12.5% retained by GPIDEA

12.5% provided to the College

75% distributed to the department offering the course

Courses taught in the Great Plains IDEA may be offered on or off load, based on the choice of the offering institution. Faculty compensation is handled according to the offering institution's policies and procedures.

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## OFF CAMPUS INSTRUCTION

Issues related to Intellectual Property and Copyright Guidelines are handled at off-campus sites in the same fashion as they are handled on the main campus. The same policies and procedures apply.

### *Faculty Compensation*

*TTU sites* - Courses at some off-campus sites are taught on-load by faculty members who work full time at the site. Others are taught by Texas Tech faculty members as an overload. They receive additional compensation for teaching these course(s). Occasionally classes are taught by part-time faculty members who are not otherwise employed by Texas Tech, but who have been approved by the relevant Texas Tech academic department.

### *Revenue*

The method of distributing formula funding, tuition and fee revenue generated by off-campus educational sites is currently being reviewed to ensure compliance with TTU's Global Fee Document and THECB regulations.

## Section 4-1

## Section 4

## Student Support Services

Yes ☒ No ☐ 1. The institution provides distance learners access to appropriate student services. Please describe the support services to distance education students in each of the following areas and how they are evaluated: admissions, registration, academic advising, remedial services, placement services, testing and assessment, orientation, computing departments, financial aid offices, counseling, and help desk/hot line. Include URL of example. (Note: attachment of descriptive documents is encouraged.)

### ELECTRONICALLY-BASED DISTANCE EDUCATION

Texas Tech provides appropriate student services for its distance learners and is continuing to expand services. Appendix 4-1A contains descriptions of current services for distance and off-campus learners; some of these units have also included planned activities for improvement of services.

- Academic Advising
- Admissions and Orientation
- Bookstore
- Career Center
- Financial Aid
- Graduate School
- Information Technology
- Library Resources
- Registration and Academic Records
- Student Business Services
- Student Complaint Procedures
- Student Counseling Center
- Testing Services, Academic Testing Services
- Texas Success Initiative Compliance
- Transfer Evaluation Office

Depending upon the nature of the functional area, student support services varied from providing comprehensive services via the Texas Tech University's home page, <http://www.ttu.edu>, and subsequent links (e.g., Admissions, Registration, Student Business Services) to providing resources and referral information (Student Counseling Center). Undoubtedly, the most difficult service to provide distance and off-campus students is student psychological counseling, and the services deemed "appropriate" for these learners is limited by professional ethical standards established by such organizations as the American Psychological Association and the Texas Counseling Association. The nature of appropriate services is currently the subject of dialogue within university counseling environments. Given this context of on-going dialogue and assessment, Texas Tech's Student Counseling Services endeavors to provide

“appropriate” student services to Texas Tech’s distance and off-campus students, and these are described in the appended summary.

#### *Continued Improvement*

In order to expand services to students, task forces are working on the following activities: 1) development and implementation of a virtual orientation for undergraduate and graduate distance and off-campus learners; 2) enhancement of the student support services page of the distance education Web site at <http://www.de.ttu.edu>; 3) identification and resolution of off-campus instructional issues remaining after the THECB Institutional Plan assessment process.

The Spring 2004 registration process included significant changes in how Texas Tech gathered and managed information about distance education and off-campus courses. For several years a task force worked to develop an additional screen in TechSIS, the University’s student information management system. Recommended improvements were implemented in Spring 2004 when courses were loaded into the system by academic department personnel. Additional data was included for each course, such as modality of course delivery, managed or mediated instruction, and off-campus delivery locations. Further, new students are required to indicate the educational location where they receive “services” as their home location, and enrollments at that location and via other modalities can be assessed by location, modality and student.

#### *Evaluation and Assessment*

Each summary in Appendix 4-1A includes a listing of methods of evaluation; however, the primary reference point is the Strategic Plan and Annual Assessment Report for the unit. Strategic plans are available for each functional area at the following Web site: <http://techdata.irs.ttu.edu/stratreport>. Assessment reports were filed in 2003 for each of the functional areas as well. However, during the first year of filing, these reports were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.

From the THECB Institutional Plan, the THECB “Principles of Good Practice,” and SACS “Distance Education: Definition and Principles,” the Student Support Services Committee adopted the following guidelines for defining “appropriate student services.” The definition used by Texas Tech relies on two sources of information: 1) professional assessment of distance learners’ needs; 2) student assessment of needs. Thus, “appropriate student services” and “reasonable and adequate access” must be determined by the professional staff supporting student services at Texas Tech and by students enrolled in distance learning and/or off-campus educational courses and programs. Consequently, staff must carefully analyze student support services that are essential to every learner as well as those that might be unique to the distance and off-campus learner. In addition, systematic assessment processes must be utilized to identify student satisfaction with services offered and student feedback identifying unmet needs.

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### **OFF CAMPUS INSTRUCTION**

The information included above and in each of the functional area summaries addresses off-campus student support services issues. Additionally, the Coordinator, Student Affairs, Off-Campus Educational Sites, provides direct support to each site.

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:** Academic Advising
2.      **Description of support services for distance education and off-campus students**
  - ACTTSIS (Advising Center at Texas Tech Student Information System) is a Web-based, interactive advising information management system that allows students to access their advising records from anywhere. If they are at home in Houston over a holiday and want to go over advising issues with their parents, they have access to advising notes from meetings with their advisors, proof that they have met with their advisors, and tracking of what they have done to explore their academic major options and career paths (<http://www.actt.ttu.edu>).
  - The ACTT Schedule Approval Web site (SAW) “cuts through” issues and allows students to schedule appointments with their advisors, select schedules for upcoming semesters, submit the schedules to their advisors, and access recommended courses for the first two years for all majors on campus (<http://www.actt.ttu.edu>).
  - The ACTT Advising Forums invite all members of the TTU community to engage in conversations about advising issues (<http://www.actt.ttu.edu>).
  - [advising@ttu.edu](mailto:advising@ttu.edu) provides 24/7 communication with an ACTT advisor. Students and parents will receive a response within 24 hours.
  - Off-campus students may seek additional assistance by consulting Web sites for distance learning, the graduate school, specific departments, colleges or off-campus sites (e.g., <http://www.de.ttu.edu>; <http://www.coe.ttu.edu/CoeWeb/abilene/>; <http://www.coe.ttu.edu/CoeWeb/amarillo/>; <http://www.depts.ttu.edu/hillcountry> )
3.      **Evaluation method, findings, and use for improvement for each support service listed in #2**
  - ACTT Web Scheduling

There is a Quality Assurance component built into ACTT Web Scheduling. Each time that a student interacts with an advisor, another advisor reviews it to check that all information is accurate and that all options have been considered. This occurs each time that a student’s schedule is submitted.

- ACTTSIS

Interactions with students and advisors are reviewed by ACTT system managers. Each time that a student meets with an advisor in person or electronically, an automated e-mail is sent to the student with a link to the electronic evaluation form.

- ACTT Advising Forum

There is a feedback link provided to all who use it.

- ACTT e-mail

When an e-mail is received, an advisor directs the e-mail to the most appropriate person to respond. A director goes over the responses with the advisor who responds if there is any question.

- Strategic planning and assessment activities are conducted for this unit on an on-going basis. Assessment reports were filed in 2003 for each of the functional areas as well. However, during the first year of filing, these reports were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.



## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

#### 1.      **Functional Area:** Admissions and Orientation

#### 2.      **Description of support services for distance education students.**

- The Texas Common Application is available online for all populations applying for admission to TTU at <http://www.admissions.ttu.edu> or <https://www.applytexas.org/adappc/commonapp.wb>.
- Online status check is available for applicants checking their admission status at <http://www.admissions.ttu.edu>
- Distance education information is provided in all formats of recruiting publications that are distributed to populations in-state and nation-wide.
- Distance Education/Extended Studies representatives are included in recruiting activities.
- Admissions distributes distance education and Extended Studies materials to high school counselors statewide.
- Students graduating from TTU Independent School District are included in Admissions recruiting efforts.
- Add distance education link to the Prospective Student Page.
- The Office of Admissions coordinates the admissions process for External BGS students.
- The distance education Web site includes admissions information for distance learners at <http://www.de.ttu.edu>.

#### Distance Education Orientation

- The Office of Admissions is in the process of developing an online orientation program for distance learners.
- Distance education representation may be added to the University Orientation Committee.
- The Online CHAT service can be used as an orientation tool.  
<http://www.interactionsoftware.com/openhouse/default.asp?SchoolId=1000187733>

#### **Description of support services for off-campus students.**

Support services for off-campus students are the same as those provided for distance students with the following exceptions or additions:

- When possible, continue including off-campus educational site representatives in recruiting efforts in recruiting activities.
- Add off-campus educational site link to the Prospective Student Page.
- Off-campus instructional site Web sites include information on admissions
- <http://www.coe.ttu.edu/CoeWeb/abilene/>  
<http://www.coe.ttu.edu/CoeWeb/amarillo/>  
<http://www.depts.ttu.edu/hillcountry>

#### Off-Campus Educational Site Orientation

- The Office of Admissions is in the process of developing an online orientation program for off-campus student learners.
- Provide general University material for off-site orientations.
- Serve as a resource for off-site orientation coordinators.
- Off-campus site directors at Fredericksburg and Highland Lakes are currently responsible for organizing and delivering new student orientations each term.

### **3. Evaluation method, findings, and use for improvement for each support service listed in #2.**

- E-mail from students
- Phone calls from students
- Feedback from high school counselors
- Number of TTUISD students who apply and enroll at TTU
- Creation of Distance Education orientation
- Survey admitted, applied and enrolled students.
- Use of CHAT as an orientation tool.

**The evaluation method, findings, and use for improvement for each support service listed above are the same as those used for distance students with the following exceptions.**

- TTU students at Fredericksburg and Highland Lakes complete Graduate and Undergraduate surveys that include the following question “I received adequate assistance in the admission process to TTU”.
- Number of students attending the off-site orientation
- Evaluations from off-site orientations

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

**1.      Functional Area:** Bookstore

**2.      Description of support services for distance education students:**

- **Extended Studies External BGS students** – Bookstore services available at Extended Studies Bookstore
  - Books purchased at time of enrollment
  - Purchase online
  - Purchase by mail
  - Purchase in person
  - 30 day refund period
- Bookstore located in the same building as the student services team that takes student enrollments
- Request for books sent to bookstore immediately
- Books sent UPS Ground
- Books can also be ordered electronically ( <http://www.dce.ttu.edu> )
- Bookstores located at 6901 S. Quaker and 354 West Hall (campus)

**Description of support services for off-campus students:**

- Bookstores located in Junction and Fredericksburg
- Students can order textbooks through bookstores
- Textbooks can be ordered online from Texas Tech Bookstore (Barnes & Noble) <http://texastech.bkstore.com/>
- Books shipped directly to students include shipping fee
- Classroom supplies and gifts maintained at local bookstores
- Textbook buybacks offered for the first time in Spring 2003

**3.      Evaluation method, Findings and Use for Improvement for each support services listed above for distance students:**

- Automate process so that shipping address label and order form are electronically sent to bookstore to be filled
- Add survey question on student evaluation form concerning customer satisfaction with bookstore
- Use student evaluation to survey best way to communicate with bookstore, such as 1-800 number; immediate response to voice mail

**Evaluation method, findings and use for improvement for each support service listed above for off-campus students:**

- Fredericksburg site reviews comments from Off-Campus evaluation sheets
- In Spring 2004, Junction will begin to review ways to offer textbooks to students declaring Junction as their primary educational site.
- Continue to talk to students for ideas or suggestions
- Review faculty survey comments regarding textbook orders
- Strategic planning and assessment activities are conducted for this unit on an on-going basis. Assessment reports were filed in 2003 for each of the functional areas as well. However, during the first year of filing, these reports were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:** Career Center
2.      **Description of planned support services for distance education and off-campus instruction students:**
  - Career Center Web site: <http://www.careercenter.ttu.edu>
  - The Center's computerized career guidance program (System of Interactive Guidance and Information-SIGI) is available online for distance education students at <http://www.careercenter.ttu.edu>.
  - Facilitate distance education students' registration with the Texas Tech University Career Center for assistance with their search for employment opportunities.
  - Offer individual career advising/counseling for distance education students through electronic means (as appropriate).
  - Offer individual resume critiques for distance education students via e-mail correspondence with Career Center staff.
  - Encourage distance education students' use of Career Center's online job postings and resume referral services.
  - Enhance the Center's Web site to encourage distance education students' use of its "career information" links- "What Can I Do With This Major", Vault corporate information, etc. <http://www.careercenter.ttu.edu>
  - Provide career programming on-site for distance education students, as deemed appropriate.
  - Meet periodically (both in-person and electronically) with off-campus student services staff to assess distance education students' career needs.
3.      **Evaluation methods, findings, and use for improvement for each support service listed in #2**
  - Increased usage of Career Center services by distance education students as measured by:
    - SIGI usage
    - distance education students' registration with the Career Center
    - resumes critiqued
    - distance education students' use of online job posting system
  - Strategic planning and assessment activities are conducted for this unit on an on-going basis. Assessment reports were filed in 2003 for each of the functional areas as well. However, during the first year of filing, these reports were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:**      Financial Aid
2.      **Support Services for Distance Education and Off-campus Students:**  
TechSIS Web for Students: <http://techsis.tosm.ttu.edu/student>
  - Includes information on registration, bill settlement and financial aid  
Office of Student Financial Aid Web site <http://www.financialaid.ttu.edu>
  - Numerous financial aid forms are available online.
  - Application process is described online
  - Advisor e-mail is available 24-7 and answered from 8:00 a.m. to 5:00 p.m.  
Monday through Friday.
  - Web site includes phone number, fax number, physical address, location of  
West Hall via map of the TTU campus.
  - The Financial Aid Web site also includes links to other Web sites in student  
services.
  - Off-campus instructional sites have staff members who support students by  
directing them to the appropriate Web site and Financial Aid personnel to  
resolve problems.
  - External BGS degree program students are included in a Department of  
Education Title IV Pilot Study of financial aid for distance students. A staff  
member in Financial Aid is assigned to assist these students.
  - Initiation of Title IV Consortial agreements to support students at off-campus  
instructional sites who are also enrolled in community colleges.
  - Financial Aid presentation at off-campus instructional site orientation  
sessions.
  - Offer off-campus students the opportunity to use Federal Work Study Funds.
  - Establish procedures so that off-campus students can apply for Federal Work  
Study postings
3.      **Evaluation Method, Findings, and Use for Improvement for Distance  
Education or Off-campus Students:**
  - E-mail from students
  - Contact from Outreach and Extended Studies offices
  - Analysis of Title IV Pilot for External BGS students.
  - Meetings with Extended Studies and off-campus site personnel to resolve  
individual and policy issues.
  - Review process with students that have been hired to determine if the  
published procedures work.
  - Modify procedures as federal rules change.
  - Strategic planning and assessment activities are conducted for this unit on an  
on-going basis. Assessment reports were filed in 2003 for each of the  
functional areas as well. However, during the first year of filing, these reports

were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:** Graduate School, Office of Graduate Admissions
2.      **Description of support services for distance education and off-campus students:**
  - Graduate School Web site: <http://www.depts.ttu.edu/gradschool>
    - Online admissions application forms
    - Online application status check
    - Online graduation forms
    - E-mail account: [gradschool@ttu.edu](mailto:gradschool@ttu.edu)
    - Online financial opportunities
    - Online Graduate Catalog
  - Add links to Graduate School Web site for off-campus instructional sites:
    - <http://www.coe.ttu.edu/CoeWeb/abilene/>
    - <http://www.coe.ttu.edu/CoeWeb/amarillo/>
    - <http://www.depts.ttu.edu/hillcountry>
  - Distance Learning <http://www.de.ttu.edu>
  - Outreach and Extended Studies <http://www.dce.ttu.edu>
  - Graduate Record Examination (GRE) Review:  
806.742.7202 ext. 262 or 270
  - TTU Library <http://www.library.ttu.edu>
  - The Office of International Affairs  
<http://www.iaff.ttu.edu/Home/OIA/StudyAbroad/BBDefault.asp>
  - TTU Student Counseling Center <http://www.depts.ttu.edu/scc/>
  - A staff member of the Office of Graduate Admissions will continue to travel to Amarillo, Fredericksburg, Marble Falls and other locations to assist with graduate admissions and registration issues as requested.
  - Recommend to all departments that they place a Graduate School link on their Web sites.
  - Implement the online degree audit.
3.      **Evaluation method, findings, and use for improvement for distance education and off-campus students:**
  - Run reports to monitor student enrollment.
  - Implement a “Contact Us” button on the Graduate School Web site to facilitate communication between the Graduate School and off-campus students.



- Maintain a file to monitor student concerns and make adjustments/additions as needed.
- Strategic planning and assessment activities are conducted for this unit on an on-going basis. Assessment reports were filed in 2003 for each of the functional areas as well. However, during the first year of filing, these reports were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.    **Functional Area:**    Information Technology Division-Technology Services and Support
  
2.    **Support Services for Distance Education Students:**
  - **Email**  
TTU Information Technology Division, Telecommunications,  
<https://eraider.ttu.edu/signin.asp?jsct=1> , 806.742.HELP (4357)
  - **Dial up service (local dialing available for Lubbock residents only)**  
TTU Information Technology Division, Telecommunications,  
<https://eraider.ttu.edu/signin.asp?jsct=1>, 806.742.HELP (4357)
  - **Computer lab access in Lubbock**  
TTU Information Technology Division, Technology Support,  
<http://www.itts.ttu.edu/labs/>, 806.742.1650
  - **Data storage area**  
TTU Information Technology Division,  
<https://www.raiderlink.ttu.edu/uPortal/render.userLayoutRotNode.uP>  
806.742.HELP (4357)
  - **Access to technology help**  
TTU Information Technology Division, IT Help Central,  
<http://www.helpdesk.ttu.edu>, 806.742.HELP (4357)
  
- 3:    **Support Services for Off-Campus Students:**
  - **Email**  
TTU Information Technology Division, Telecommunications,  
<https://eraider.ttu.edu/signin.asp?jsct=1>, 806.742.HELP (4357)
  - **Computer lab access at Off-campus educational sites**
    - **TTU at Abilene Facilities**  
One interactive video conferencing (IVC) classroom and a 7-station PC Computer Lab <http://www.coe.ttu.edu/CoeWeb/abilene/>
    - **TTU at Amarillo Facilities**  
One interactive video conferencing (IVC) classroom and a 7-station PC Computer Lab <http://www.coe.ttu.edu/CoeWeb/amarillo/>
    - **TTU at Fredericksburg Facilities**  
Two interactive video conferencing (IVC) classrooms and a 21-station PC Computer Lab <http://www.depts.ttu.edu/hillcountry>

- **TTU at Highland Lakes Facilities**  
Two interactive video conferencing (IVC) classrooms and a 20-station PC Computer Lab <http://www.depts.ttu.edu/hillcountry>
- **TTU Center at Junction Facilities**  
Two distance learning labs and a 12-station PC Computer Lab  
<http://www.depts.ttu.edu/hillcountry>
- **Data storage area**  
TTU Information Technology Division,  
<https://www.raiderlink.ttu.edu/uPortal/render.userLayoutRotNode.uP>  
806.742.HELP (4357)
- **Access to technology help**  
TTU Information Technology Division, IT Help Central,  
<http://www.helpdesk.ttu.edu>, 806.742.HELP (4357)

#### **4. Evaluation Method, Findings, and Use for Improvement for Distance Education and Off-campus Students:**

- Survey of distance education students conducted by Teaching, Learning, and Technology Center
- IT survey of distance education and off-campus educational site staff
- E-mail from students
- Phone calls from students
- Survey and communications with Outreach and Extended Studies offices technology support staff

#### **Assessment Findings and Plans for Improvement:**

- Handbook of all services and support available for viewing and download online
- E-mail accounts for all Extended Studies K-12 students, college students and all K-12 and college faculty
- Chat and other collaboration online services more advanced than WebCT
- Strategic planning and assessment activities are conducted for this unit on an on-going basis. Assessment reports were filed in 2003 for each of the functional areas as well. However, during the first year of filing, these reports were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

#### 1.      **Functional Area:** Registration and Academic Records

Online Registration

Registration via Registrar's office

Registration via Advising Offices

Student definitions for purpose of this plan:

Type of Student	Definition	Mode of Instruction	Payment Method
<i>Distance Student Online</i>	Student admitted to Texas Tech University	Not physically located in a classroom in Lubbock, Texas	Pays tuition and fees to Texas Tech University Student Business Office
<i>Off-campus Student</i>	Student admitted to Texas Tech University	Physically attending a course(s) at a TTU off-campus educational site not in Lubbock, Texas	Pays tuition and fees to Texas Tech University Student Business Office
<i>Extended Student</i>	Admitted via Outreach & Extended Studies	Coursework completed via mail/Internet	Pays fees to Outreach & Extended Studies
<i>Extension Student</i>	Admitted via Outreach & Extended Studies	Coursework completed off-campus with classroom instruction by professor	Pays fees to Outreach & Extended Studies

#### 2.      **Support Services for distance education students:**

- Registration, course listings, student business services for students available on-line at: <http://techsis.admin.ttu.edu/student/>. Extended/Extension students are required to seek approval via Outreach and Extended Studies and when approved, the Office of the Registrar will place the registration/s on the university system with the grade.

- Office of Registrar Web site: <http://www.depts.ttu.edu/registrar/> offers the following online services:

Order form for transcripts

Petition form for grade replacements

Name Change Form

Returning Student Form

e-mail addresses- available 24-7, answered 8:00 am to 5:00 pm

telephone numbers, fax numbers, and physical address

links to various other areas in student services

- Add/drop via Web up to 12<sup>th</sup> class day; Extended /Extension students contact Outreach and Extended Studies office.
- Student must fax or mail letter with signature to drop after 12<sup>th</sup> class day (Extended/Extension students contact Outreach and Extended Studies office)
- Student wishing to withdraw from university must fax or mail letter with signature regardless of time of semester (Extended/Extension students contact Outreach and Extended Studies office)

#### **Support Services for Off-campus Students:**

- Registration, course listings, student business services for students available online at: <http://techsis.admin.ttu.edu/student/>  
Schedule of times for system available on home page;
- Office of Registrar Web site: <http://www.depts.ttu.edu/registrar/>

Order form for transcripts

Petition form for grade replacements

(not permitted by some students)

Name Change Form

Returning Student Form

e-mail addresses- available 24-7, answered 8:00 am to 5:00 pm

telephone numbers, fax numbers, and physical address

links to various other areas in student services

- Add/drop via Web up to 12<sup>th</sup> class day
- Student must fax or mail letter with signature to drop after 12<sup>th</sup> class day
- Student wishing to withdraw from university must fax or mail letter with signature regardless of time of semester
- Staff at off-campus sites provides support to students in accessing Registration and Academic Record information via the Web site or by phone or e-mail.

### **3. Evaluation method, findings, and use for improvement for distance education students:**

- E-mail from students
- Communicating and solving academic department problems
- Communication from Outreach and Extended Studies office

**Evaluation method, findings, and use for improvement for off-campus students:**

- E-mail from students
- Communicating with the regional sites
- Communicating with academic departments on the campus
- Communication from Outreach and Extended Studies office
- Student satisfaction surveys at Fredericksburg and Highland Lakes

Strategic planning and assessment activities are conducted for this unit on an on-going basis. Assessment reports were filed in 2003 for each of the functional areas as well. However, during the first year of filing, these reports were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:** Student Business Services
2.      **Description of support services for distance and of-campus students**

Web-based services available for students: <http://techsis.tosm.ttu.edu/student>.

- 7 a.m.- 12 midnight availability of tuition information
- 7 a.m.- 12 midnight availability of payment by credit card and Web checks

Student Business Services Web site <http://www.sbs.ttu.edu> provides:

- Link to TechSIS for students
- SBS forms
- SBS staff e-mail addresses
- Payment options
- Important dates/information
- Estimated cost of tuition
- Tuition & fee schedule
- Physical address, phone, fax and mailing information

Toll-free phone number answered during business hours (866)774-9477.

Extended Studies Web site <http://www.dce.ttu.edu> provides:

- Extended Studies forms
- Payment options
- Tuition & Fee Schedule
- Physical address, phone, fax and mailing information
- Toll-free phone number answered during business hours (800) 692-6877

Assistance provided by off-campus educational site staff to assist students in resolving billing issues.

3.      **Evaluation method, findings, and use for improvement for each support service listed in #2**
  - E-mail from students
  - Phone calls from students
  - Contact from Outreach and Extended Studies offices
  - Student satisfaction surveys administered at some off-campus sites
  - Contact with off-campus educational site staff
  - Student satisfaction surveys administered at some off-campus sites.
  - Strategic planning and assessment activities are conducted for this unit on an on-going basis. Assessment reports were filed in 2003 for each of the functional areas as well. However, during the first year of filing, these reports

were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.



## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:**      Student Complaint Procedures
2.      **Support Services for Distance Education and Off-campus Students:**

Information for student complaint procedures may be found in the *Student Affairs Handbook* online at <http://www.studentaffairs.ttu.edu>. The table below serves as a reference chart of possible student complaints and the contact information for the specific complaint areas. In some circumstances, there may be a need to coordinate university personnel with distance education students for a hearing, etc. to resolve a complaint. In those instances, there may be a time delay in order to facilitate university personnel travel, or to make connections through current technology (video conferencing, teleconferencing, etc.).

COMPLAINT	OFFICE / RESOURCE	TELEPHONE	EMAIL / WEBPAGE	CONTACT
<b>Personal Records</b>	Student Affairs Handbook	N/A	<a href="http://www.studentaffairs.ttu.edu">http://www.studentaffairs.ttu.edu</a>	Various
<b>Disciplinary Action</b>	Student Judicial Programs	(806) 742-1714	<a href="mailto:studentjudicialprograms@ttu.edu">studentjudicialprograms@ttu.edu</a> <a href="http://www.depts.ttu.edu/studentjudicialprograms">http://www.depts.ttu.edu/studentjudicialprograms</a>	Jennifer Hammat
<b>Employment</b>	Office of Equal Employment Opportunity	(806) 742-3627	<a href="http://www.depts.ttu.edu/equalemployment/">http://www.depts.ttu.edu/equalemployment/</a>	Julio Llanas
<b>Grades</b>	Student Affairs Handbook, University Operating Policy 34.03	N/A	<a href="http://www.studentaffairs.ttu.edu">http://www.studentaffairs.ttu.edu</a> <a href="http://www.depts.ttu.edu/opmanual">http://www.depts.ttu.edu/opmanual</a>	Various - Individual Colleges
<b>Students with Disabilities</b>	AccessTECH	(806) 742-2405	<a href="http://www.studentaffairs.ttu.edu/accesstech">http://www.studentaffairs.ttu.edu/accesstech</a>	Frank Silvas
<b>Race, Religion, National Origin, Age Discrimination</b>	(Non-academic) Center for Campus Life, (Academic) Office of the Provost	(806) 742-2192 (806) 742-2184	<a href="http://www.campuslife.ttu.edu">http://www.campuslife.ttu.edu</a> <a href="http://www.provost.ttu.edu">http://www.provost.ttu.edu</a>	Gregory Elkins William Marcy, Ph.D.

<b>Sex Discrimination</b>	Center for Campus Life	(806) 742- 2192	<a href="mailto:studentaffairs@ttu.edu">studentaffairs@ttu.edu</a> <a href="http://www.campuslife.ttu.edu">http://www.campuslife.ttu.edu</a>	Gregory Elkins
<b>Traffic &amp; Parking</b>	Traffic & Parking Office	(806) 742- 3811	<a href="mailto:parking@ttu.edu">parking@ttu.edu</a> <a href="http://www.ttu.edu/~parking">http://www.ttu.edu/~parking</a>	Raymond “Buddy” Knox
<b>Graduate School Requirements</b>	Graduate School	(806) 742- 2781	<a href="mailto:gradschool@ttu.edu">gradschool@ttu.edu</a> <a href="http://www.depts.ttu.edu/gradschool">http://www.depts.ttu.edu/gradschool</a>	John Borrelli, Ph.D.

3. **Evaluation Method, Findings, and Use for Improvement for Distance Education and Off-campus Students:**

- E-mail/Telephone calls from Students
- Contact from Outreach and Extended Studies staff
- Strategic planning and assessment activities are conducted for this unit on an on-going basis. Assessment reports were filed in 2003 for each of the functional areas as well. However, during the first year of filing, these reports were available online at the area level only (e.g., Student Affairs, Enrollment Management) and not at the unit level. The functional units retain copies of their Annual Assessment Reports, and these are available upon request.

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:** Student Counseling Center
2.      **Description of support services for distance education and off-campus students:**

Because professional ethics and legal liability concerns inhibit the viability of providing on-going therapy services via phone, e-mail or instant messenger software, distance education students are provided with written guidelines for finding a qualified therapist in their geographic area. Students can access these “Referral Guidelines for Off-campus and Distance Learners” on the Student Counseling Center Web site: <http://www.depts.ttu.edu/scc/distancelearners.asp> Students may also call the Student Counseling Center at 1-806-742-3674 during business hours to receive these referral guidelines verbally from an on-call therapist.

Students in immediate crisis who access the Student Counseling Center Web site: <http://www.depts.ttu.edu/scc/incrisis.asp> are directed to take self-care action by contacting 911, their local 24-hour mental health hotline, or (if during business hours) to call the Student Counseling Center at 1-806-742-3674. The on-call therapist will direct them to appropriate services in their geographic area or will contact local authorities, if necessary.

3.      **Evaluation method, Findings and Use for Improvement for each support services listed in #2:**

Students may complete online evaluation of services on the Student Counseling Center Web site at: <http://www.depts.ttu.edu/scc/evaluateus.asp>. Students may also call the Student Counseling Center at 1-806-742-3674 during business hours and ask to speak with the on-call therapist to provide verbal evaluation of services. Findings from student evaluations will be posted on the Web site and updated bi-annually. Compilations of findings will be accompanied by actions taken to address concerns.

Strategic planning and assessment activities are conducted for this unit on an on-going basis. Annual plans and assessment reports are submitted to the unit’s supervising areas (i.e., Student Affairs). The Student Counseling Center’s current strategic plan is visible at the Strategic Planning and Assessment Report site <http://techdata.irs.ttu.edu/stratreport>

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:**      Testing services, Academic Testing Center
2.      **Support Services For Distance And Off-Campus Students:**  
Information for requisite national or state standardized testing may be found in testing company bulletins or on the specific testing company's Web site. Information concerning specific testing requirements, services, and accommodations may be addressed at individual university departmental contacts. The table below serves as a reference guide to national and state standardized testing. General information regarding testing programs may be found on various <http://www.ttu.edu> departmental Web sites. For additional information on testing services available at Texas Tech University call (806) 742-3671 or visit West Hall Rm. 242

DEPARTMENT	TELEPHONE	WEB SITE
ACT Registration ID Requirements Score Reports Accommodations	319-337-1510 319-337-1270 319-337-1270 319-337-1510	<a href="http://www.act.org">http://www.act.org</a>
CAT Registration	512-927-5100	<a href="http://www.thea.nesinc.com">http://www.thea.nesinc.com</a>
CLEP Test Inquiries Accommodations	1-800-257-9558 Texas Tech (806)742-3671	<a href="http://www.collegeboard.com/clep">http://www.collegeboard.com/clep</a>
GMAT Registration	1-800-GMAT-NOW	<a href="http://www.mba.com">http://www.mba.com</a>
GRE Registration	1-800-GRE-CALL	<a href="http://www.gre.org">http://www.gre.org</a>
LSAT Registration	215-968-1001	<a href="http://www.LSAC.org">http://www.LSAC.org</a>
MAT Registration	1-800-622-3231 210-339-8710	<a href="http://marketplace.psychcorp.com/PsyChCorp.com/International.aspx">http://marketplace.psychcorp.com/PsyChCorp.com/International.aspx</a>
MCAT Registration Policy Information	319-337-1357 202-828-0690	<a href="http://www.aamc.org/students/mcat/start.htm">http://www.aamc.org/students/mcat/start.htm</a>

MPJE Registration	847-698-6227	<a href="http://www.nabp.net">http://www.nabp.net</a>
NAPLX Registration	847-698-6227	<a href="http://www.nabp.net">http://www.nabp.net</a>
NBPME Registration	814-357-0487	<a href="http://www.nbpme.info">http://www.nbpme.info</a>
NBPTS National Office Southfield Office Southeast Regional Office Denver Regional Office	703-465-2700 248-351-4444 919-571-5960 303-830-1874	<a href="http://www.nbpts.org">http://www.nbpts.org</a>
OAT Registration	312-440-2693	<a href="http://www.opted.org/info_oat.cfm">http://www.opted.org/info_oat.cfm</a>
OKAP Registration	212-979-4495	<a href="http://www.nyee.edu/page_deliv.html?page_no=323">http://www.nyee.edu/page_deliv.html?&lt;u&gt;page_no=323</a>
PCAT Customer Relations	1-800-622-3231 210-339-8710	<a href="http://marketplace.psychcorp.com/Psy&lt;u&gt;chCorp.com/Cultures/en-US/dotCom/PCATWEB.INFO.htm&lt;/u&gt;">http://marketplace.psychcorp.com/Psy&lt;u&gt;chCorp.com/Cultures/en-US/dotCom/PCATWEB.INFO.htm</a>
PRAXIS Registration	609-771-7395	<a href="http://www.ets.org/praxis">http://www.ets.org/praxis</a>
SAT Registration Score Reports Technical Support	609-771-7600 1-800-728-7267 609-771-7600	<a href="http://www.collegeboard.com/student/testing/sat/about.html">http://www.collegeboard.com/student/testing/sat/about.html</a>
THEA Registration Procedures Educator Preparation Late/Emergency Registration General Policy Questions	512-927-5397 512-469-3000 512-927-5398 512-427-6330	<a href="http://www.thea.nesinc.com">http://www.thea.nesinc.com</a>
TEXES Registration	1-800-523-7088	<a href="http://www.texas.nesinc.com">http://www.texas.nesinc.com</a>
TOEFL Registration	1-800-GO-TOEFL	<a href="http://www.toefl.org">http://www.toefl.org</a>

**3. Evaluation Method, Findings and Use for Improvement for Support Service listed above:**

National testing companies do market research with evaluations of environmental and security controls on campuses nationwide. Those results are shared in national publications for uniform professional standards. Ratings for specific criteria are forwarded to the university.

## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:**      Texas Success Initiative (TSI) Compliance Office,  
   Office of the Registrar
  - See student definitions in Appendix 4-1A “Registration and Academic Records.”
  
2.      **Description of Support Services for Distance Education and Off-campus Students:**
  - Web-based information available at <http://www.depts.ttu.edu/registrar/>
  - Upon admittance, the university looks for TSI approved scores, TSI exemptions and possible TSI waivers.
  - Junction, Fredericksburg and Highland Lakes have staff who are certified to administer the THEA (formerly the TASP test), and several tests dates are provided for regional students annually.
  - A letter is sent to the student explaining what needs to be done:
    - If the student has passed a TSI approved test, the student is clear.
    - If the student has failed a portion of a TSI approved test, the student must take a TSI skills development course. The TSI Office recommends that the student seek skills development at a community college in his/her area. The Office is working on an online skills development course for students taking a distance education course(s).
    - If the student must take a TSI approved test, he/she must do so before enrolling in a distance course(s). The THEA test is given only in Texas at 110 different locations around the state. Students residing out-of-state are also required to take a TSI approved test. Other options available are to take the SAT or ACT test and score above the minimum exempting score; otherwise, they must travel to Texas to take a TSI approved test. If the student has college-level work from an accredited out-of-state institution of higher education, we look for courses pertaining to the reading, math, and writing sections of the TSI. If the student has earned a grade of “A,” “B,” or “C” in Texas Tech University’s equivalent of these “C” or better courses, that student does not have to take that portion of a TSI approved test.

#### **Reading**

HIST 2300  
HIST 2301  
POLS 1301  
POLS 2302

#### **Math**

Any College-  
level Math  
course offered  
at Texas Tech  
University

#### **Writing**

ENGL 1301  
ENGL 1302

These courses are referred to as courses that are Texas Tech approved for “C” or better.

**3. Evaluation Method, Findings, and Use for Improvement for support service listed above:**

- E-mail from students
- Phone calls from students
- Offer THEA Quick test at TTU Center at Junction
- Communication with Regional centers
- Strategic planning and assessment activities are conducted for this unit on an on-going basis. Annual plans and assessment reports are submitted to the supervising areas for each unit (e.g., Enrollment Management for Registrar's Office). In 2003, only area reports are visible at the Strategic Planning and Assessment Report site <http://techdata.irs.ttu.edu/stratreport>. However, in future years unit reports will also be visible at this Web site. In the interim, strategic plans and assessment reports are available from the unit.



## APPENDIX 4-1A

### Section 4      Question 1      Student Support Services

1.      **Functional Area:** Transfer Evaluation Office (TEO), Office of the Registrar

See student definitions in Appendix 4-1A “Registration and Academic Records.”

2.      **Description of Support Services for Distance Education Students:**

The Transfer Evaluation Office Web site is

<http://www.depts.ttu.edu/registrar/teo/index.html>

- Upon application, the TEO evaluates and enters transfer work on the student’s record, when official transcripts are received
- TEO sends the student a letter explaining transfer work as well as a listing of all transfer work and Texas Tech University credit earned from that transfer work
- The TEO Web site gives any student the ability to look up equivalents to transfer work.
- If the transfer course is not listed on the Web site, a form is provided for the student to list the transfer courses for evaluation. When the form is submitted via e-mail, the courses are evaluated and the student is informed of possible equivalencies within 48 hours.
- Students are also provided a form to submit courses they wish to take from another institution other than Texas Tech University that gives the student the equivalent of the course before enrollment.

#### **Description of Support Services for Off-campus students**

The services provided for off-campus students are the same as those provided for distance students.

- 3      **Evaluation Method, Findings, and Use for Improvement for Each support service Listed above:**

- E-mail from students
- Phone calls from students
- Faxed and e-mailed Transfer forms
- Communication with regional recruitment centers
- Strategic Planning and Assessment are conducted for this unit on an on-going basis. Annual plans and assessment reports are submitted to the supervising areas for each unit (e.g., Enrollment Management for Registrar’s Office). In 2003, only area reports are visible at the Strategic Planning and Assessment Report site <http://techdata.irs.ttu.edu/stratreport>. However, in future years unit reports will also be visible at this Web site. In the interim, strategic plans and assessment reports are available from the unit.

## Section 4-2

## Section 4

## Student Support Services

Yes   x   No        **2. Distance learners have access to library resources of an appropriate breadth and quality for the distance education program(s) offered. Please provide online address and describe resources, including any difference in service for off-campus and for instructional telecommunication students.**

### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

A complete description of library services for distance and off-campus learners is appended in the “Library Resources” report (see Appendix 4-2A). The URL for Texas Tech’s Library is <http://library.ttu.edu>.

The Library strategic plans and assessment reports are available at the following Web site: <http://techdata.irs.ttu.edu/stratreport>.

The attached summary of library services for distance and off-campus learners reflects many of the goals and strategies itemized in Texas Tech’s library strategic plan to provide resources electronically and to serve more off-campus users. Library resources are evaluated as part of all academic degree program proposals for distance and off-campus learners.

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### **OFF CAMPUS INSTRUCTION**

Library services for off-campus learners are the same as those offered to distance students, with the minor exceptions noted in Appendix 4-2A. In addition, Library staff members have conducted evaluations of three of the five off-campus site regional resources available through TexShare.

## APPENDIX 4-2A

### Section 4      Question 2      Student Support Services

1.      **Functional Area:**      Library Resources
2.      **Support Services for Distance Education Students:**

Distance education students that live relatively close to Texas Tech University's Lubbock campus, and those students who physically attend the school, can easily visit the Libraries for hands-on use of the facilities and face-to-face interaction with librarians for assistance. Due to their close proximity to campus, they are at an unavoidable advantage over the students living farther from Lubbock. However, the Texas Tech University Libraries are committed to providing services that represent the closest approximations of those offered to on-campus students. Services for distance and off-campus learners are summarized at <http://library.ttu.edu/distance/>

#### *Reference Services:*

Distance education students have many options for reference assistance at the TTU Libraries using various media. In addition to general reference channels, each TTU academic department is assigned a librarian who specializes in the resources and research methods of assigned disciplines and subject areas. Distance education students are encouraged to consult with their librarians concerning search strategies and bibliographic tools in their areas of research.

#### *Hours*

- The University Library provides long operating hours to better serve the students of TTU, and library services are available at all times throughout the year.

During the fall and spring semesters, the University Library is open:

Monday through Thursday	7:00am to 2:00am
Friday	7:00am to 11:00pm
Saturday	10:00am to 11:00pm
Sunday	10:00am to 2:00am

During the summer, the University Library is open:

Monday through Thursday	7:00am to 1:00am
Friday	7:00am to 11:00pm
Saturday	10:00am to 11:00pm
Sunday	10:00am to 2:00am

The University Library is also open during interim periods, Christmas holidays, and spring break.

- The Reference Desk is staffed by librarians during the following hours:

Monday through Thursday	7:30am to 10:00pm (to 9:00 pm during summer)
Friday	7:30am to 5:00pm
Saturday	12:00pm to 5:00pm
Sunday	1:00pm to 6:00pm
- Normal weekday office hours for librarians are between 8:00am to 6:00pm during the school year.

### ***Government Documents***

- TTU is a federal regional depository for U.S. government documents. Reference services are available for this collection, and the Documents Web page <http://www.lib.ttu.edu/govdocs> provides organized access to many of the federal Web sites, and there are special pages providing guidance to major collection strengths such as Climate, Copyright, Patents and Trademarks, Presidential papers, and Statistical information.

### ***Email***

- Dedicated e-mail address for reference questions: [libraries.reference@ttu.edu](mailto:libraries.reference@ttu.edu)
- “Ask A Librarian” e-mail service
  - An online form where distance education students can submit reference questions and receive answers via e-mail .
  - URL: <http://library.ttu.edu/ul/help/ask/>
- Email addresses of Subject Librarians
  - Distance education students can direct subject-specific research questions to Subject Librarians via e-mail .
  - URL: <http://library.ttu.edu/ul/subjects/>

### ***Chat***

- “Ask A Librarian” chat service
  - Distance education students can consult with librarians via real time chat service. Currently the service is provided during limited hours. Hours are posted on the Web site.
  - URL: <http://library.ttu.edu/ul/help/ask/>
- Chat by Appointment
  - Distance education students who wish to chat with a Subject Librarian may contact the librarian to set up an appointment for a chat reference service. Contact info for subject librarians is available at: <http://library.ttu.edu/ul/subjects/>.

***Phone***

- Reference Desk: (806) 742-2236
- Toll Free: 888-270-3369
- Staff phone directory, URL: <http://library.ttu.edu/phonebook/>

***Fax***

- Reference (Information Services) department: (806) 742-1964
- URL: <http://library.ttu.edu/ul/help/ask/>

***Postal Mail***

Texas Tech University Libraries  
Attn.: [specify name/department]  
18<sup>th</sup> and Boston, MS 40002  
Lubbock, TX 79409-0002  
URL: <http://library.ttu.edu/phonebook/>

**Library Instruction Services:**

Information on how to search for books and articles is available from the Libraries' Library Instruction Web page, <http://library.ttu.edu/ul/instruction/>. For specialized instruction and assistance, distance education students should contact their subject librarian. A list of librarians and their subject expertise can be found at <http://library.ttu.edu/ul/instruction/cntctinfo.php>.

**Access Services:**

The University Library provides the following services to aid distance education students in accessing materials:

***Library Express***

Upon request, Library Express pulls books from stacks, checks out and ships them to the home or business address of a registered TTU student who resides outside of the Lubbock area. Distance education students will need to have a TTU Card for borrowing library materials. To obtain a TTU Card, distance education students may fill out an online form, [http://library.ttu.edu/forms/?barcode\\_activ\\_diststudent](http://library.ttu.edu/forms/?barcode_activ_diststudent). Students may renew the material online or via e-mail. Library Express also mails or faxes photocopied articles from Library-owned journals to distance students at a cost of 15 cents per page.

Online requests can be initiated at <http://library.ttu.edu/ul/dd/>. Distance education students may set up deposit accounts with Library Express to expedite

delivery of material. Requests can also be initiated by calling the office at 806-742-2489, by e-mail at [libraries.libraryexpress@ttu.edu](mailto:libraries.libraryexpress@ttu.edu), or by fax at 806-742-1920.

### ***Interlibrary Loan***

Distance education students may request journal articles that are not owned by TTU Libraries. Articles may be mailed, e-mailed, or faxed to students. Distance education students should use their local library interlibrary loan service to order books.

Online requests can be initiated at <http://library.ttu.edu/ul/dd/>, e-mailed to [library.interlibraryloan@ttu.edu](mailto:library.interlibraryloan@ttu.edu), or faxed at 806-742-1920. For more information, please contact 806-742-2239.

### ***Reciprocal Borrowing Agreements***

Distance education students may request a TexShare library card for borrowing privileges at participating libraries, including public and higher education in Texas. Students will need to agree with the policies of the libraries they visit and will be responsible to return borrowed material in person or by mail. To obtain a TexShare card contact the Circulation Department at 806-742-2265, or fill out the online form, [http://library.ttu.edu/forms/?barcode\\_activ\\_diststudent](http://library.ttu.edu/forms/?barcode_activ_diststudent).

### ***Electronic Reserve***

Distance education students have access to articles, notes, and other class materials that are selected by faculty via E-Reserve, [http://lib2.tosm.ttu.edu:4505/F/?func=file&file\\_name=basic&local\\_base=TTUCRS](http://lib2.tosm.ttu.edu:4505/F/?func=file&file_name=basic&local_base=TTUCRS).

### **Electronic Resources:**

Texas Tech University Libraries provide remote access to all our electronic journals and Web-based databases via the Libraries Web site. These resources are available to students 24/7. Distance users will be prompted to enter a PIN and Barcode to identify themselves as Texas Tech students/faculty/staff. Distance education students may obtain a PIN and barcode by calling the Library's Circulation Department (806) 742-2265. Should a distance education student encounter any problems accessing our electronic resources, we have provided a link on our Webpage for assistance.

Libraries Webpage: <http://library.ttu.edu/ul/>

Databases Webpage: <http://library.ttu.edu/ul/databases/>

Electronic Journals Webpage: <http://library.ttu.edu/ul/journals/>

E-resources help Webpage: <http://library.ttu.edu/ul/databases/accessing.php>

### **3. Support Services for Off-campus Students:**

Support services for off-campus students are the same as those for the distance students with the following exceptions as noted below, as the Texas Tech University Libraries seek to provide services to off-campus students that represent the closest approximations of those offered to on-campus students.

#### ***Library Instruction Services:***

Information on how to search for books and articles is available from the Libraries' Library Instruction Web page, <http://library.ttu.edu/ul/instruction/>. Instruction sessions taught by Information Services Librarians may also be arranged via interactive video. For specialized instruction and assistance, distance students should contact their subject librarian. A list of librarians and their subject expertise may be found at <http://library.ttu.edu/ul/instruction/cntctinfo.php>.

#### ***Electronic Reserve***

Off-campus students have access to articles, notes, and other class materials that are selected by faculty via E-Reserve, [http://lib2.tosm.ttu.edu:4505/F/?func=file&file\\_name=basic&local\\_base=TTUCRS](http://lib2.tosm.ttu.edu:4505/F/?func=file&file_name=basic&local_base=TTUCRS). Instructors may also arrange print copies of reserve items to be placed at off-campus instructional sites.

### **4. Evaluation Method, Findings, and Use for Improvement for Distance Education Students:**

Desired outcomes:

- Distance education students are able to access and obtain information resources needed in their studies and research in timely manner.
- Distance education students gain information skills through library instruction service.
- Distance education students receive assistance with research questions, library-related concerns and technical support in using library resources.

The Texas Tech University Libraries utilize surveys as their method of evaluation and statistics gathering as a method of measuring outputs. A new evaluation survey, the library report card, [http://library.ttu.edu/forms/?dl\\_reportcard](http://library.ttu.edu/forms/?dl_reportcard), was implemented in June 2003. This evaluation instrument allows distance education students to evaluate library services and access to resources. The survey is available online through the library Web site and is accessible at any time. Survey respondents rate the promptness of services and assistance, ease of getting information in a timely manner, and the usefulness of information obtained from TTU Libraries. Grades provided by survey respondents are compiled at the end of each semester. A separate library instruction evaluation form, [http://library.ttu.edu/forms/?li\\_eval](http://library.ttu.edu/forms/?li_eval), used to provide feedback on library



instruction sessions is provided to distance education students who received library instruction. All feedback received from surveys are used to improve services to distance education students. In addition, distance education students are welcome to contact or submit comments to the library. Comment forms are available online and address general library concerns (Library Patron Comments form, [http://library.ttu.edu/forms/?patron\\_comments](http://library.ttu.edu/forms/?patron_comments)), as well as specific issues (e.g., Web OPAC Feedback, [http://lib2.tosm.ttu.edu:4505/F/CNL4MB44S6T58GME74IAV8KKBQH5TPLPP886UD9RMHC1I96BR9-87401?func=file&file\\_name=feedback](http://lib2.tosm.ttu.edu:4505/F/CNL4MB44S6T58GME74IAV8KKBQH5TPLPP886UD9RMHC1I96BR9-87401?func=file&file_name=feedback)). Any problems and concerns expressed using these forms or by telephone, e-mail , or mail are addressed as soon as they are received. The primary evaluation goal is to ensure that the services provided are meeting the needs of distance education students satisfactorily.

Additionally, the Texas Tech University Libraries collect statistics for interlibrary loan and TexShare services. In-house statistics for interlibrary loan and TexShare are compiled at the end of each fiscal year. Interlibrary loan statistics are used for local funding decisions. TexShare is funded by the state of Texas, and statistics are sent annually to the Texas State Library. These statistics are in turn used to secure funding for TexShare in coming years.

## **5. Evaluation Method, Findings, and Use for Improvement for Off-campus Students:**

The evaluation methods, findings, and use for improvement are similar to those for distance students. In addition, TTU Librarians conducted on-site assessments and recommended improvements at Fredericksburg, Highland Lakes, and Junction. Fredericksburg and Highland Lakes also administer student satisfaction surveys, which include questions about library services. Findings from these assessment activities have been used to improve overall services for distance and off-campus services and are incorporated in the information cited above.

## Section 4-3

## Section 4

## Student Support Services

Yes \_\_\_\_\_ No x 3. **Creating learning communities for distant students is an emerging distance education trend. If your institution has or is developing mechanisms for students to be involved in non-content oriented learning communities (like cafes), please describe what you're doing and how successful it is.**

### ELECTRONICALLY-BASED DISTANCE EDUCATION

There is no systematic mechanism for Texas Tech distance students to participate in non-content oriented learning communities; however, there are two content-related areas that have programs that could potentially evolve into non-content oriented learning communities.

#### Technical Communications Example

The graduate distance program in Technical Communication employs three such broad strategies. First is the synchronous meeting place where real-time classes are held, but which also provides a place for students and alumni to meet to discuss the program, their group projects, or professional development. Second is an asynchronous forum (threaded discussion) in the form of Akiva's WebBoard, which is used for off-line class activities, networking among students and alumni, and professional development. Third is the broad use of Webcams to provide one-to-one settings for office hours, advisor meetings, and the like. These functions are being integrated with Akiva's WebMeeting, which is similar to Microsoft's NetMeeting; this tool is being piloted to integrate the video, audio, and real-time textual meetings for class and group projects, offsite dissertation and thesis committee meetings, and programmatic contact points.

#### Education Example

A program has been established to develop learning communities, and the pilot stages are being tested for class discussion groups. The link below shows all the discussion forums that have been developed to date:

<http://educdst.educ.ttu.edu/UBBThreads/ubbthreads.php?Cat=>

This program (UBBThreads) can be configured so students must login but can post anywhere, or can post only replies within threads. This software is much more user friendly and customizable than FrontPage discussion groups. This software could be used to develop learning communities that are not specifically focused on content areas.

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### OFF CAMPUS INSTRUCTION

The same explanation applies to off-campus instruction.

## **Section 5-1**

## **Section 5      Distance Education Facilities and Support Services**

**Yes   x   No        1. The institution has available the facilities and equipment necessary to deliver its distance learning program. Please describe, in brief, current infrastructure and procedures for evaluating its effectiveness.**

### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

TTU has adopted a decentralized yet integrated approach to distance learning administration, management, and support. As a result, the same units that provide campus support handle most services for distance students. Services provided to on-campus students are adapted to meet the needs of the distance-learning student by the unit providing the service.

The University has created a Web portal (<http://www.de.ttu.edu>) as a resource and home base for distance learning students. In addition, the student information system has recently been adapted to easily accommodate enrollments from distance-learning students and to facilitate more accurate and efficient reporting on these enrollments. All registration occurs online, which is ideal for the distance student as well as the on-campus student.

TTU delivers electronic distance learning courses in the following ways: Internet/Web-based courses, interactive compressed video, television/videotape/DVD/streaming video / broadcasting, and course management software systems. All of these modes of offering distance learning courses are distributed throughout the TTU system with the exception of television broadcasting. Television broadcasting is only conducted by KTXT-TV Channel 5, the TTU PBS-affiliated television station. KTXT-TV is a complete broadcasting station that has recently begun digital broadcasting. This station also provides production and editing staff, equipment, and facilities for distance learning course development on a cost-for-services basis.

Numerous campus offices, colleges and academic units provide the infrastructure and technology tools needed to support computer- and network- based distant learners. The Information Technology Division (ITD) provides a wide range of services to TTU faculty and students who seek digital information processing storage and serving. The ITD also provides all the networking equipment and connections to connect the main campus, the five recognized off-campus educational sites, student recruitment centers, various local sites, and Internet II. These networks serve to transmit digital and interactive compressed video data (IVC) as well as Internet-based distance learning courses.

Instructional course servers, IVC classrooms and studios, and similar hardware are distributed among various academic and service units. The distance learning equipment operated and supported by these various units is detailed in Appendix 5-1A along with the number of staff supporting computer- and network-based distance learning.

Evaluation of facilities and equipment is conducted on an on-going basis. The goals and planning for this infrastructure may be found at <http://www.ttu.edu/~stratplan/SYSTEMREPORTS/TTU/AgencyStratPlan/TTUStratPlanG.pdf>. Continuously occurring procedures, like user surveys, support requests, help-desk tickets, trouble reports and others, are used to monitor and improve this infrastructure. Documentation of infrastructure support, assessment, and improvement is also required by and provided to academic accrediting agencies.

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## **OFF CAMPUS INSTRUCTION**

The information above applies to off-campus instruction. In addition, four of the five official off-campus educational sites employ dedicated staff who serve in IT roles assisting faculty, students and staff at the site. Student and faculty evaluation of IT facilities, equipment and services occurs annually at Fredericksburg and Highland Lakes. Student and faculty evaluation of video conferencing and its impact on pedagogy occurs each semester at Fredericksburg and Highland Lakes.

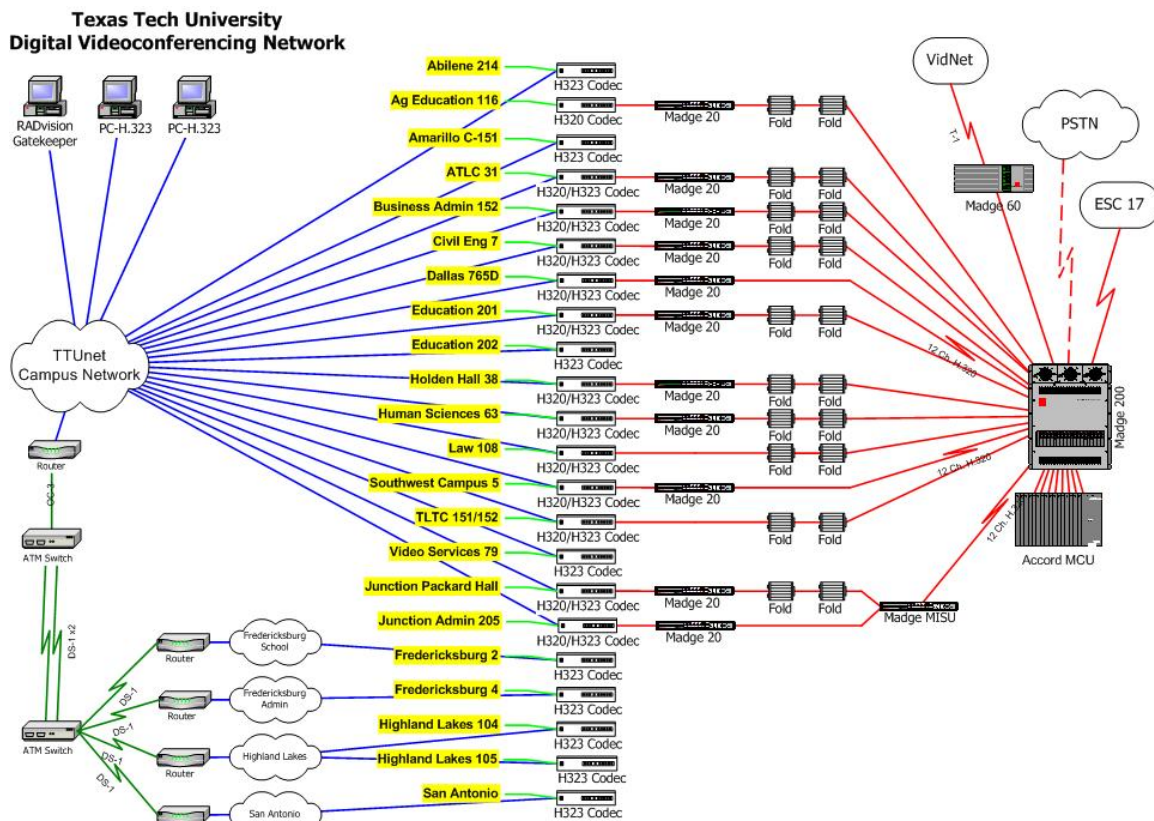
See Appendix 5-1B for a description of IT resources at the five recognized off-campus educational sites.

## APPENDIX 5-1A

### Section 5 Question 1 Distance Education Facilities and Support Services

**Information Technology Division - ITD** supports distance-learning students in the same manner that it supports on-campus students, except that the walk-in help desks, computer laboratories, and IVC classrooms and studios are only available on the main campus. Full technical support is available via telephone (806-742-HELP) or electronic mail. The helpdesk Web site (<http://www.depts.ttu.edu/helpcentral/>) provides access to a wealth of information concerning viruses, security problems, and other technical support. In addition, the Network Operations Center monitors the institution's state-of-the-art infrastructure twenty-four hours per day, seven days per week. Relevant information and resources are posted at <http://www.net.ttu.edu>.

Digital Videoconferencing and IVC Network (DVN) – The network diagram with details about the various locations and equipment is shown below. Further details about this network are available at <http://www.net.ttu.edu/services/default.htm>.



Interactive Video Services - The Department of Telecommunications manages all interactive video connections, scheduling, and delivery. Complete information on available facilities can be reviewed at <http://www.net.ttu.edu/services/default.htm>. In addition, the Department of Telecommunications and the Teaching, Learning, and Technology Center (TLTC) partner to offer training and consultation services for faculty using interactive video.

Digital Networks - The digital video network (DVN) also serves for data and Web-based course delivery to the various TTU off-campus educational sites. The Digital Video Network Operating Procedure can be found at <http://www.net.ttu.edu/video/VideoTC.htm>. TTU has also established student recruitment centers in Austin, Dallas, Houston, and San Antonio that are part of the TTU external network. However, the San Antonio recruitment center is currently the only one equipped with IVC capability. The San Antonio office has not yet been used to deliver distance learning coursework. TTU is also networked with major universities throughout the nation as part of its membership in the Internet II consortium.

**Teaching, Learning, and Technology Center (TLTC)** - The TLTC was created, in part, to assist faculty in developing and applying appropriate technology to teaching. The Center has identified the following goals to support all faculty members, including those teaching at a distance:

- assist the faculty and instructional staff in acquiring and/or enhancing knowledge, skills, and techniques that will enable them to work more effectively with students to improve student learning;
- identify and foster the dissemination of feasible technologies that enhance learning;
- design and disseminate materials that enhance teaching and learning at Texas Tech;
- create linkages and share information with other universities and agencies engaged in similar activities;
- support research related to teaching and learning.

At present, the TLTC operates and maintains two Internet course servers, which in academic year 2002-2003, supported over 800 author accounts, with 450 active author accounts. Additionally, 14,400 student enrollments were recorded in WebCT-based courses housed on TLTC servers. Although not all authors or student enrollments were in distance learning courses, courses that are delivered electronically on campus often serve as the initial courses in the development of distance learning degree programs. The TLTC dedicates a total of six staff FTE to supporting the distance learning activities and training of TTU faculty. These resources, along with a Faculty Multimedia Laboratory, and Faculty Instructional Laboratory support the efforts of faculty developing Web-based, WebCT, Flash, audio production, and video production of electronic instructional materials for distance learning offerings. The Center also supports a fully-featured IVC classroom, and a fully-featured IVC seminar facility as a part of the TTU digital video network.



During the 2002-2003 academic year, the TLTC staff performed over 300 faculty consultations, most of which were related to electronically-based instruction. The TLTC also awards up to \$50,000 in Faculty Incentive Grants each year; 6 faculty incentive grants totaling \$45,260 were awarded for 2002-2003, and another 6 totaling \$47,004 were awarded for 2003-2004. Many of these grants are for the development or enhancement of electronically-based instruction, including distance learning.

Additional information about TLTC facilities and services offered by the TLTC may be found at <http://www.tlhc.ttu.edu>.

**Outreach and Extended Studies (OES)** – OES has historically offered print-based (correspondence) college and K-12 credit courses to distance learning students. Many of these independent study courses are now being made available to distance learning students as Web-based courses offered on a rolling-enrollment basis. These courses are supported by OES with one Web-based course server, one database server, and two staff FTE who are responsible for adapting TTU semester-based distance learning courses to the OES environment. Additional OES staff and resources are available to handle distance registration, advising, and administration of courses delivered through OES. Additional information about electronically-delivered courses available through OES may be found at <http://www.dce.ttu.edu>.

**College of Agricultural Sciences and Natural Resources (CASNR)** – CASNR delivers the majority of its offerings as IVC courses via the Trans Texas Video Network (TTVN) operated by the Texas A&M University System (TAMUS), which provides compressed video data connections to a network of T-1 digital telecommunications circuits distributed throughout the State. A fully-featured IVC classroom is supported by the College as part of the TTU digital video network. One FTE supports the distance learning activities of the CASNR faculty. Additional details about CASNR's distance learning programs may be found at [http://www.depts.ttu.edu/agriculturalsciences/casnr\\_info/distance\\_education](http://www.depts.ttu.edu/agriculturalsciences/casnr_info/distance_education).

**College of Business Administration (COBA)** – COBA has one IVC classroom that is integrated into the TTU digital video network. This classroom is used primarily for seminars and on-campus delivery. COBA does not have any distance learning courses or programs at this time.

**College of Education (COEd)** – The College of Education maintains and supports six servers for distance learning purposes. The College also operates and maintains one fully-featured IVC studio classroom and supports another studio classroom that is part of the TTU digital video network. Six portable teleconferencing systems are also operated by the College. These systems are moved about to various independent school districts to support faculty continuing education, professional development, and student teachers. The distance learning activities of the College are supported with three staff and student FTEs. Details about the COEd's distance learning programs may be found at <http://www.educ.ttu.edu/distance>.

In addition to the systems described in the preceding paragraph, COEd also uses the resources of the Region 17 ITV/Data Network. This network is a consortium of independent school districts and the regional education service center, formed to plan, coordinate and facilitate the cooperative development and operation of a regional integrated telecommunications network. The network enables members to better serve the population of the South Plains area of the State of Texas, to further the mission of its respective members, and to contribute to improved student learning and the overall educational and economic development of the region.

**College of Engineering (COE)** – This College operates one Web server and one video production studio in which video lectures are recorded for CD-ROM distribution to distance learning students. This activity is supported by 2.5 staff FTE. Engineering also supports one IVC classroom as part of the TTU digital video network. Descriptions of the COE distance learning programs are available at <http://aln.coe.ttu.edu>.

**College of Human Sciences (COHS)** – COHS operates and maintains one Web-based course server for distance learning. They also support one fully featured IVC classroom that is part of the TTU digital video network. The College supports its distance learning activities with two staff FTE. Details about the COHS Restaurant, Hotel, and Institutional Management program may be found at <http://www.hs.ttu.edu/ceo>.

**School of Law (SOL)** – This location has one IVC classroom that is integrated into the TTU digital video network. This classroom is used primarily for seminars and on-campus delivery. The Law School does not have any distance learning courses or programs at this time.

**TTU Library Services** - TTU distance learning students are supported by the University Library as described below. A more extensive description of these services is found in Appendix 4-2A.

## APPENDIX 5-1B

### Section 5      Question 1      Distance Education Facilities and Support Services

#### Description of Off-campus Instructional Facilities

**TTU at Abilene, a recognized higher education teaching site** – This educational site delivers and receives distance learning instruction with one IVC classroom that is integrated into the TTU digital video network. One full-time staff member is dedicated to supporting the technology needs of this site. <http://www.coe.ttu.edu/CoeWeb/abilene/> .

**TTU at Amarillo, a recognized higher education teaching site** – This educational site delivers and receives distance learning instruction with one IVC classroom that is integrated into the TTU digital video network. <http://www.coe.ttu.edu/CoeWeb/amarillo/>

**TTU Center at Junction** – This educational site delivers and receives distance learning instruction with two fully featured IVC classrooms that are integrated into the TTU digital video network. One full-time staff member is dedicated to supporting the technology needs of this site. <http://www.depts.ttu.edu/hillcountry/>

**TTU at Fredericksburg, a recognized higher education teaching site** – This educational site delivers and receives distance learning instruction with two fully featured IVC classrooms that are integrated into the TTU digital video network. One full-time staff member and a second part-time employee are dedicated to supporting the technology needs of this site. <http://www.depts.ttu.edu/hillcountry/>.

**TTU at Highland Lakes, a recognized higher education teaching site** – This educational site delivers and receives distance learning instruction with two fully featured IVC classrooms that are integrated into the TTU digital video network. One full-time staff member and a second part-time employee are dedicated to supporting the technology needs of this site. <http://www.depts.ttu.edu/hillcountry/>.

**Section 5-2**

## **Section 5      Distance Education Facilities and Support Services**

**Yes ☒ No ☐ 2. Arrangements have been made for off-campus delivery of required laboratories, clinical placement sites, workshops, seminars, etc. that are associated with distance learning activities. Please describe.**

### **ELECTRONICALLY-BASED DISTANCE EDUCATION**

Arrangements for laboratories, clinical placement sites, workshops, seminars, etc., are made as needed, on a course-by-course or programmatic basis by the academic unit, Extended Studies or the off-campus educational site. E-mail, telephone conferencing, interactive videoconferencing, and several Web communication technologies are used to interact with the distance learning students and meet pedagogical requirements.

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### **OFF CAMPUS INSTRUCTION**

Arrangements for special course or programmatic needs are made at off-campus educational sites as needed. Cooperative agreements with regional high schools, community colleges, hospitals and universities are important in delivering specialized course support. In addition, direct purchase of instructional materials occurs at each site as programs are planned and implemented. E-mail, telephone conferencing, interactive videoconferencing, and several Web communication technologies are used to interact with the distance learning students and meet pedagogical requirements